

June, 1958

A Periodical of School Administration

# **the AMERICAN SCHOOL BOARD JOURNAL**



How Los Angeles  
recruits 4000 new  
teachers a year

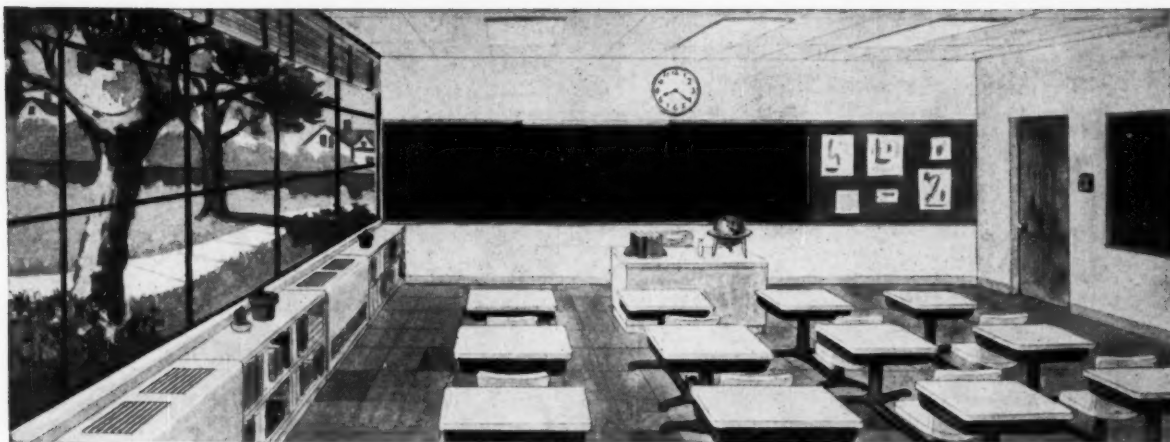
(see pg. 19)

## ONE STANDS OUT!

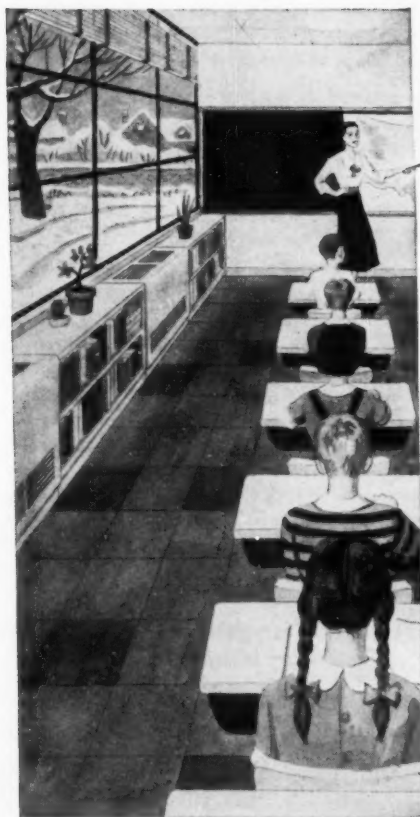
In the design and production of any type of School Furniture, experience and "know-how" are most important. This is especially true for the most practical and effective approach in the manufacture of tubular steel school furniture. Virco Manufacturing Corporation and its top management team together have over a quarter century background in the designing and manufacturing of tubular steel furniture and almost a decade in the production of tubular steel school furniture. Furthermore, the wide acceptance by School Districts of Virco School Furniture is proof of the correct design, engineering and construction of this fine tubular steel school furniture line. Again, we repeat—that in tubular steel school furniture—**One Stands Out**—Virco. For a free Brochure showing the complete Virco School Furniture line, write to: Virco Manufacturing Corporation, P. O. Box 44846, Station "H", Los Angeles, California or Virco Manufacturing Corporation, Conway, Arkansas.

# VIRCO





## Plan Your Temperature Control Check-up Now



**WINTER  
AHEAD**

Early summer—as soon as the school ends and your heating plant is “on vacation”—is the ideal time to have your Johnson Temperature Control System serviced for the coming heating season.

A summer check-up by one of Johnson's factory-trained maintenance specialists will quickly pay off in assured comfort and maximum fuel savings throughout the school year. The nominal cost includes a thorough inspection and adjustment, as necessary, of all thermostats, valves, dampers and other temperature control equipment. No repairs or replacements are made without your approval.

Keeping your Johnson Control System at top efficiency can easily save you hundreds of dollars in the months ahead. Call or write your nearest Johnson branch office today and have your school put on the summer service schedule. Johnson Service Company, Milwaukee 1, Wisconsin. Direct Branch Offices in Principal Cities.

# JOHNSON CONTROL

PNEUMATIC SYSTEMS

DESIGN • MANUFACTURE • INSTALLATION • SINCE 1885

## can proper seating improve student performance ?



Student performance has always been the prime concern of everyone in education. The contributory importance of proper classroom seating in achieving improved performance has long been recognized.

With a proved experience of over fifty years, Arlington equipment gives you all of the essential elements that result in better seating. For example, compare the Arlington 555 Movabout Desk shown here in terms of such student benefits as the following:

### PHYSIOLOGICAL

- "Comfort" formed and correlated to minimize body sitting fatigue.
- Height adjustment for seat and desk to fit the unit to the child.
- Desk top adjustment . . . at ideal sloping position for reading and writing . . . level position for projects.
- Ample leg room to avoid painful bumps and bruises.

### PSYCHOLOGICAL

- Frustration free . . . desk top adjustment, easy access book box and swivel seat eliminate "use" annoyances.
- Minimizes tensions through overall greater seating comfort.
- Beautiful colors and graceful design to contribute to pleasant surroundings and productive motivation.

See and compare . . . you'll find Arlington gives you more of the many things you need.

ARLINGTON SEATING COMPANY • ARLINGTON HEIGHTS, ILLINOIS  
*quality equipment . . . a dependable source of supply for over 50 years*

ARLINGTON MODELS ARE OFFERED IN EVERY TYPE AND DESIGN. YOUR LOCAL ARLINGTON REPRESENTATIVE WILL BE GLAD TO SHOW YOU THE COMPLETE ARLINGTON LINE.





# THE AMERICAN School Board Journal

*for June, 1958*

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## TITLE PAGE AND INDEX

A Title Page and Index to Volume 136, January to June, 1958, has been prepared. A post card addressed to Bruce — Milwaukee, P.O. 2068, Milwaukee 1, Wis., will bring a copy.



## OUR COVER . . .

Recruiting teachers in the Los Angeles, Calif., city schools is a far-reaching operation that encompasses two main phases: long-range and immediate, or recruiting programs for high schools and colleges. Dr. William Brown, associate superintendent, tells the story about their extensive and aggressive program (page 19).

**A review of your JOURNAL for June (pg. 6) —→**

### WILLIAM C. BRUCE, Editor

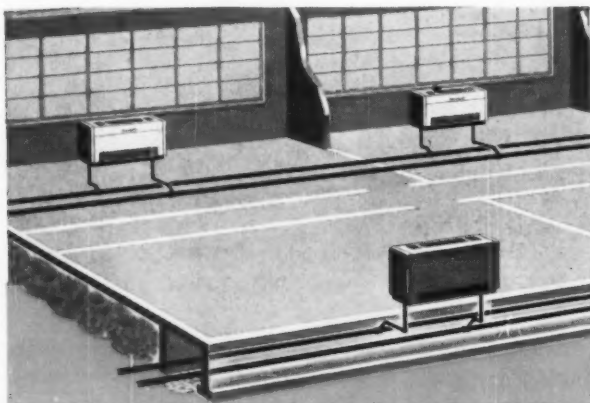
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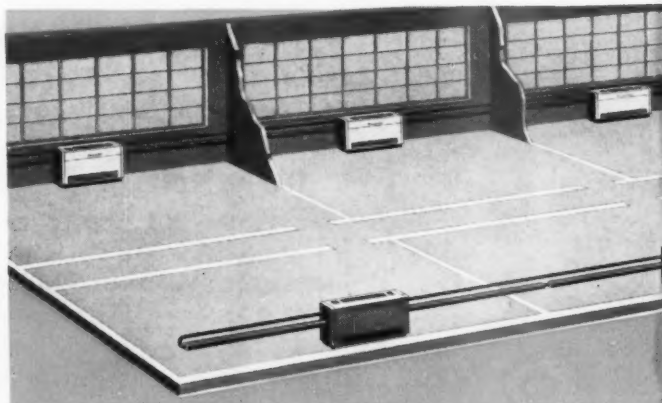


▲ Teacher and pupils are comfortable in any weather . . . in every part of the room with this Nesbitt heating, ventilating and natural cooling system. It combines the use of a Nesbitt Syncretizer unit ventilator in each classroom with Nesbitt Wind-o-line radiation installed all along the window sill (see above). Radiant heat protects teacher and pupils

against excessive loss of body heat; while convected heat along the sill warms chilling downdrafts. Three-way classroom payoff: outstanding comfort, operating economy, good appearance. Layout diagrams below help to show how the Nesbitt Series Hot Water Wind-o-line System provides protected learning environment.



▲ Conventional layout (showing how perimeter trenches are used to carry the supply and return piping under the floor), is used for both steam and hot water systems. As you can see, it calls for costly trenches or crawl space, mains, runouts and pipe insulation. All take a big bite out of your heating and ventilating dollar, and all can be dispensed with when you use . . .



▲ the Nesbitt Series Hot Water Wind-o-line System. The Nesbitt Syncretizer unit ventilator, installed in each classroom on this system, requires only about  $\frac{1}{2}$  as much hot water as do conventional systems. As a result, smaller pumps and pipes are used. The only supply and return piping you need in a classroom wing (see above) is the Nesbitt Wind-o-line Radiation itself.

Here are the figures that prove you can have a

# Quality Heating and Ventilating System

... within a sound, realistic budget!

Nesbitt Systems are making possible savings of as much as 20% over conventional systems in typical schools all across the country.

## Some of the Recent Low Costs for Quality Heating and Ventilating Systems:

### IN NEW JERSEY \$1.67 sq. ft.

Pennsauken High School,  
Pennsauken, N. J.  
Architect: Faint & D'Anastasio  
Engineer: John Knecht  
Capacity: 1800 pupils  
Gross Area: 188,000 sq. ft.  
Total Contract: \$2,844,659  
Heating and Ventilating: \$314,986

### IN OHIO \$1.91 sq. ft.

Young Elementary School,  
Springfield Township, Ohio  
Architect: W. B. Huff & Assoc.  
Engineer: Paul Fleming  
Capacity: 300 pupils  
Gross Area: 22,000 sq. ft.  
Total Contract: \$335,071  
Heating and Ventilating: \$42,025

### IN ILLINOIS \$1.41 sq. ft.

Creve Coeur Elementary School,  
Creve Coeur, Illinois  
Architect & Engineer:  
George Poppo Wearda  
Capacity: 256 pupils  
Gross Area: 11,800 sq. ft.  
Total Contract: \$156,124  
Heating and Ventilating: \$16,664

■ ■ ■ Compared with the installed costs of some other systems, the Nesbitt Series Hot Water Wind-o-line System saves you as much as 20% on construction, equipment and installation costs. Each classroom has its own Nesbitt *Syncretizer* unit ventilator for heating, ventilating and natural air cooling. And Nesbitt Wind-o-line radiation extends along the sill to protect pupils seated near windows from cold walls and window downdraft.

No other unit ventilator provides *controlled* heating, ventilating and natural cooling as effectively as the Nesbitt *Syncretizer*. When used in combination with Nesbitt Wind-o-line radiation, the result is healthful, productive comfort—free of physical distraction—for every pupil in the room whether he sits near the window or at the other side of the room. *Only the comfortable student can maintain maximum learning efficiency.*

Send for the big book on the value of controlled ventilation, *More Learning per School Dollar*.



# Nesbitt

**THERMAL  
COMFORT  
ALL WAYS**

Made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa.  
Sold also by American Blower Corporation and  
American Standard Products (Canada) Ltd.

## Incomparable Comfort

- Large, comfortable, contour shaped seats — 15 1/2" wide x 16" deep
- Deep, curved, correct posture backrests for full back support
- Ample hip room between side frames
- Extra thick foam rubber cushioned seat on No. 103 upholstered model

## You get MORE when you insist on KRUEGER TUBULAR STEEL CHAIRS

- MORE STYLES IN EVERY PRICE RANGE
- MORE STRUCTURAL FEATURES OF IMPORTANCE
- MORE SEATING VALUE FOR YOUR DOLLAR



NO. 101



NO. 102



NO. 103

## Safety Engineered

- Safety folding hinges prevent finger pinching
- No sharp edges — all are fully roll-beaded to prevent injury
- Non-tipping Y-type design permits unbalanced sitting — well forward or far back on seat
- Chairs cannot accidentally collapse

## Built to Last for Years

- Heavy 18-gauge electrically seam welded tubular frames
- Built-up seat-spacers for stronger pivot rod weight bearing points
- Tubular leg stretchers and frame bracers — solid pivot rods
- L-shaped steel cross brace beneath seat for added support



NO. 81

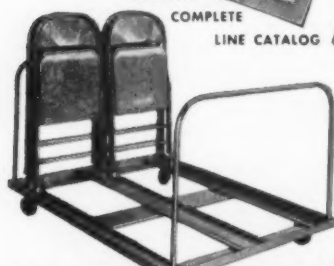


NO. 82

WRITE FOR NEW GENERAL

COMPLETE

LINE CATALOG



## Demountable

### CHAIR TRUCKS

Seven standard sizes hold both X-type channel or Y-type tubular chairs — upright or horizontal. Regular or under-stage models. Demountable ends and exclusive channel-angle frames permit stacking empty trucks one on the other.

# KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

## Your JOURNAL for June

If you were not among the 4000-some board members and administrators who attended the 18th annual convention of the National School Boards Association in Miami Beach, Fla., April 17-19, we hope you'll read our review (page 46) of what the meeting's slate of really top speakers had to say about "School Boards and the Curriculum." In addition, some really snappy discussions gave board members a chance to battle some knotty problems in educational programming. The battle, we are happy to report, was a successful one. It was such a successful one, in fact, that we're predicting the NSBA convention will become, in the not too distant future, one of the larger and more influential of all "educational" conventions. If you're thinking about attending next year's meeting, to be held in San Francisco, why not review our report and get a firsthand account of the quality sessions that you can expect?



Your JOURNAL for June also contains several articles of special appeal. Among them:

1. Dr. Leese's paper on gifted children and their parents (page 25) gives school people clear directions of the help that they must have from parents of their talented students in order to "get the most out of giftedness." As these directions spell out a program for "parental support of high quality," your gifted students' parents might profitably review the comments also.

2. "School law is such a difficult subject. How do we go about understanding it?" is a question we've heard frequently, especially from newer board members. Since law is so very basic to school policy making and administration, we hope you'll digest Principal Leipold's four basic steps to understanding school law (page 22).

3. Dr. Boles's second article in his series of eight treatments of how to reduce costs in schoolhouse construction considers the relation of educational planning to getting the most for stretching the school building dollar to the limit (page 39).

This random selection of articles in your June JOURNAL offers an idea of what's in store for your reading agenda on the following pages. We hope you'll skim through the issue and review what interests you most — only please don't forget the regular columns!

## for July...

Octagonal in design and the result of co-operative planning by the Central Michigan College teacher training division, the recently completed Mt. Pleasant, Mich., high school is unusual in design and advanced in educational concept. Superintendent LeCronier has written a well-illustrated article about the planning of this appealing school plant.

**SUBSCRIPTIONS.** In the United States, Possessions, and Canada, \$4.00 a year, payable in advance. Two-year subscriptions will be accepted at \$6.00. In all foreign countries, \$4.50; two years at \$7.00. Single copies, 50 cents.

**DISCONTINUANCE.** Notice of discontinuance of subscription must reach the Publication Office in Milwaukee at least 15 days before expiration date.

**CHANGE OF ADDRESS.** When you have a change of address kindly report it to us at once. Send us your old as well as your new address and be sure the Postmaster is notified. Postal regulations restrict forwarded service on magazines to two issues only.

**EDITORIAL MATERIAL.** Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct and should be accompanied by return postage if unsuitable. The contents of this issue are listed in the "Education Index."



# PROOF THAT HeyWoodite

LIVES UP TO ADVERTISED CLAIMS AS  
"AN INDESTRUCTIBLE MATERIAL"

Unretouched photos show how  
HeyWoodite withstood  
fire at the Palmyra Public School

"...the only things  
that could be salvaged  
were these desks"

Palmyra Public Schools  
Palmyra, New Jersey

I. NEWTON COWAN, ED. D.  
SUPERINTENDENT

February 10, 1958

Mr. Carl Lugbauer  
Heywood-Wakefield Co.  
Gardner, Mass.

Dear Sir:

Enclosed you will find photographs of the Heywood-Wakefield study top desks which were salvaged from our recent fire. The one photograph shows one of these desks before it was properly cleaned, although it had been washed previously. The others show the desks after cleaning and in use.

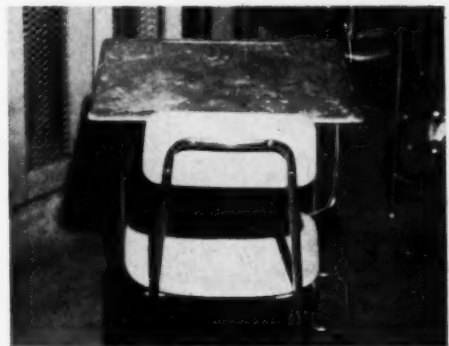
These desks are now in the temporary classroom in the locker room of the field house. The room from which they came was not completely destroyed by fire, but the only things that could be salvaged were these desks.

After our experience with your solid plastic and chrome furniture, we feel that it is practically indestructible.

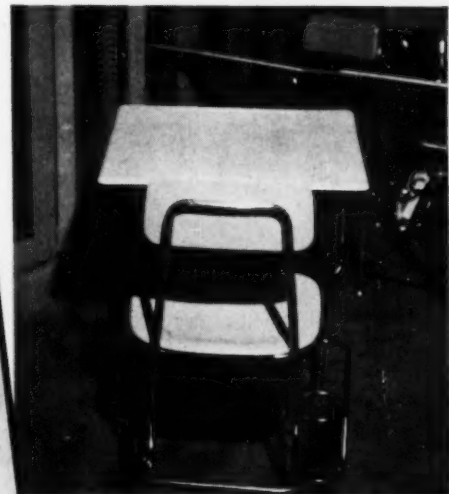
Sincerely yours,

*I. Newton Cowan*  
I. Newton Cowan  
Superintendent

INC:MLM  
encls.



DESK TOP AFTER THE FIRE



SAME DESK TOP AFTER WASHING

Dr. Cowan has not solicited pay for, nor has he been paid for the use of this letter or the accompanying photographs.



SCHOOL FURNITURE DIVISION  
HEYWOOD-WAKEFIELD COMPANY • MENOMINEE, MICHIGAN



# Surveying the School Scene



## NEW HEW HEAD NAMED

Arthur S. Flemming, president of Ohio Wesleyan University, was nominated by President Eisenhower to succeed the ailing Marion B. Folsom as Secretary of Health, Education, and Welfare. Mr. Flemming has a long career in government and in education, having served as director of the Office of Defense Mobilization and a member of the Committee on Organization of the Executive Branch of Government.

## TAX SAVINGS FOR TEACHERS

A new U. S. Treasury ruling recently passed, will put back into the pockets of teachers as much as \$20 million each year. Regulation TD 6291 liberalizes the deductibility of educational expenses of teachers from income subject to federal income taxes. Teachers are now permitted to deduct from their taxable income expenses incurred voluntarily for further education. Previously teachers could only deduct expenses for education required by their school boards.

## FAUBUS' PLEA DENIED

The dismissal of suits by Governor Orval E. Faubus of Arkansas and others against the federal government's action to enforce integration in Little Rock was upheld today by the United States Court of Appeals in St. Louis. The appellate court rejected Faubus' appeal from an injunction against his use of Arkansas National Guard troops to keep Negro children from entering Central High School.

The court held that the state of Arkansas could not lawfully use its forces to suppress "rights which it is the duty of the state to defend."

## WORKING STUDENTS

A survey of the U. S. Census Bureau indicates that more than 3,000,000 school students worked part-time. The survey showed that 2,000,000 students of high school age—14 to 17—were employed, and about 1,000,000 in the 18 to 24 college-age bracket also work.

"You'll be glad to know  
I found your lost cat."



—Herblock in The Washington Post

## ELECTRONIC LINGUISTICS APPROVED

A recent report of the Office of Education stated that electronics has been brought into the teaching of foreign languages with "spectacular" results. A survey taken at 23 high schools and institutions of higher learning throughout the country indicated that "language laboratories" (semisoundproof booths where students listen to tape-recorded lessons through earphones and record their imitations of the instruction) have achieved "a new dimension in foreign-language learning."

## RELEASED-TIME CONSTITUTIONAL

Spokane County, Wash., Superior Judge R. F. Kelly has ruled that the released-time religious training program is constitutional.

The judge declared the program does not violate either the state or federal constitution against the use of public funds for sectarian purposes.

The decision was issued in a suit filed last year by four Spokane residents who sought to have the program stopped. It was contended that the program was unconstitutional because the training took place during school hours.

## FOUR-DIPLOMA PLAN IN INDIANAPOLIS

In an effort to raise academic standards in the high schools, the board of school commissioners of Indianapolis, Ind., has adopted a four-way diploma plan. Beginning next fall high school freshmen will work to earn one of four diplomas—academic, fine and practical arts, vocational, or general. All except the general diploma require that a pupil be rated a C-plus average, or higher.

## U. S. EDUCATORS TO RUSSIA

A month-long survey of education inside the Soviet Union, the first government-sponsored study of this kind, is being made by a team of ten United States educators. The study team, headed by U. S. Commissioner of Education Lawrence G. Derthick, left for the U.S.S.R. on May 6 and are scheduled to return around June 10.

## SCIENCE IN THE SOUTH

Three Southern States—Georgia, South Carolina, and Tennessee—are offering science subjects in the schools through specially trained teachers on lecture tours.

The Oak Ridge Institute of Nuclear Studies, Oak Ridge, has announced that the departments of education in these states will sponsor a total of 13 high school science teachers who will spend the academic year 1958-59 traveling within their respective localities. These teachers will spend a three-month training period at the Oak Ridge Institute.

The purpose of the program is the stimulation of interest on the part of high school students in science and science careers.

## LONGER SCHOOL YEAR

In Washington, D. C., the district board of education has approved a 37-week school year

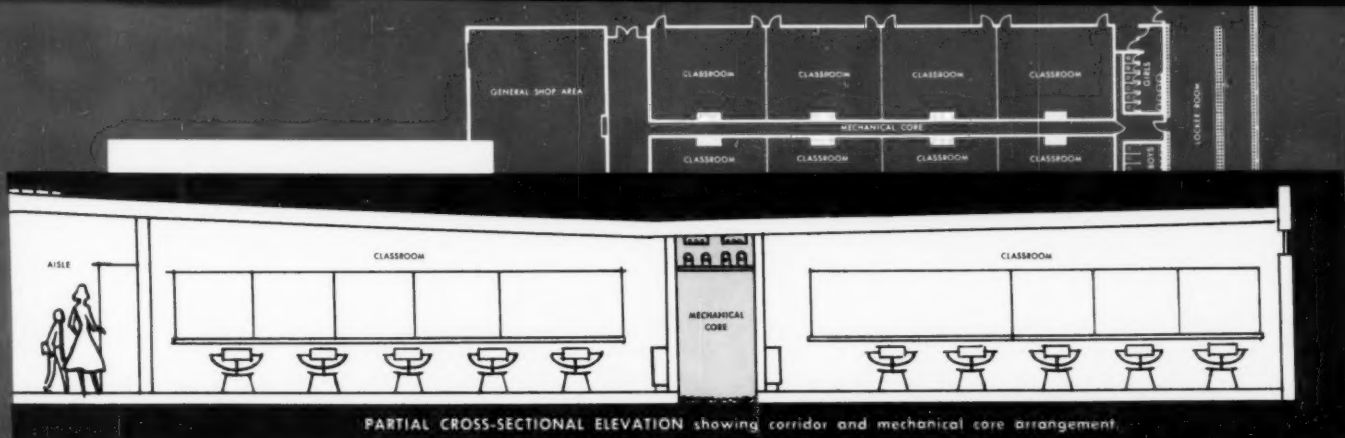
(Continued on page 11)

## A SCHOOL GROWS UP

The Little Red School House  
Is no longer a child.  
With tattered short dresses  
And long hair flowing wild.  
She has moved into town.  
And is nearly full grown;  
Has a bright cheerful smile  
And a mind of her own.  
More sophisticated,  
Cosmopolitan, too;  
In fact, quite up-to-date  
In a neighborhood new.  
For some who are older,  
'Tis a shame how she's grown;  
She's not the meek child  
They had claimed for their own.  
They resent her new look,

All the books that she reads,  
Her wide, varied interests,  
And the money she needs.  
They would have had her stay  
To remain as a child,  
Weak, hungry and ignorant,  
On a hill running wild.  
The Little Red School House  
Is a myth and a name;  
Its highly praised virtues  
Faulty memories proclaim.  
It is a child of the past,  
Of a pioneer age,  
And deserves to be placed  
On a memory book page.

—Lindley J. Stiles  
Dean, School of Education,  
University of Wisconsin, Madison



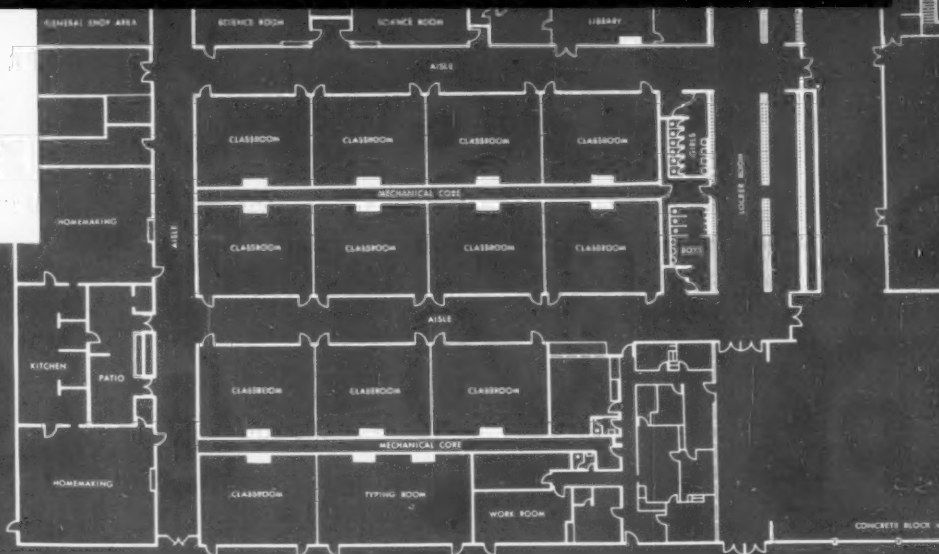
PARTIAL CROSS-SECTIONAL ELEVATION showing corridor and mechanical core arrangement.

For complete air conditioning,  
heating, ventilating—  
**\$1.68 per sq. foot**

Hyde Park Junior High School • Clark County, Nevada • Superintendent: R. Guild Gray • Architects: Walter Zick and Harris Sharp • Capacity: 1000 pupils • Gross area: 94,900 sq. feet • Total contract: \$1,094,387.78 • Heating, ventilating, air conditioning: \$151,300.00 • Total cost per sq. foot: \$11.55.

Herman Nelson equipment used:

- Herman Nelson Air Conditioning Unit Ventilators
- Herman Nelson AUDI-VENT Auditorium Unit Ventilators
- Herman Nelson Console Heaters



## air conditioned school design

### Walter Zick, Harris Sharp PROVE economy of air conditioning

Glare from the intense sun and desert landscape of southern Nevada—combined with area's severe dust problem and the almost universal need for economy in school construction—were important considerations for Las Vegas architects Walter Zick and Harris Sharp in designing the new Hyde Park Junior High School. By incorporating Herman Nelson air conditioning unit ventilators as a basic part of the school design—they solved all problems, provided year 'round comfort, too.

Hyde Park Junior High is a big school, encompassing 94,900 square feet. Yet costs were held to just \$1,094,387—only \$11.55 per square foot. Cost for complete air conditioning, heating, ventilating and natural cooling with Herman Nelson unit ventilators was only \$1.68 per square foot—appreciably less than for heating and ventilating alone in many of today's new schools!

Intelligent, functional design deserves the credit. The school has a basic wall construction of cinder block, basic 20-year bonded roof construction of minimum pitch covered by

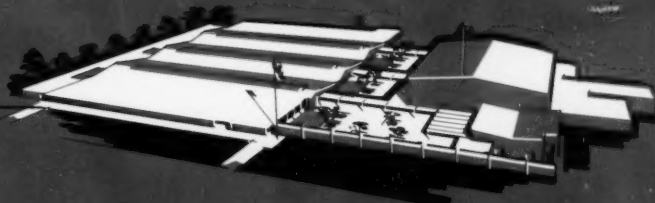
built-up felt, tar and gravel, a minimum of outside wood to solve problems of painting and deterioration. Probably the most interesting and important factor design-wise, however, is the use of a mechanical core or channel between all classrooms.

This was designed to control dust through its use as an air chamber for filtering air into the unit ventilators, which are installed against the interior wall, adjacent to the channel. All piping and conduit runs are installed in the channel so they can be easily reached for maintenance purposes. There is a minimum of underground piping, eliminating the trouble the school district had been having with electrolytic action on underground material.

Both glare and solar heat gain through windows were eliminated by reducing classroom fenestration to narrow 22-inch high room-width strips set seven feet above the floor. By air conditioning the classrooms through unit ventilators, it was not deemed necessary to install windows which might be opened, except for exhausting of air.

AAC

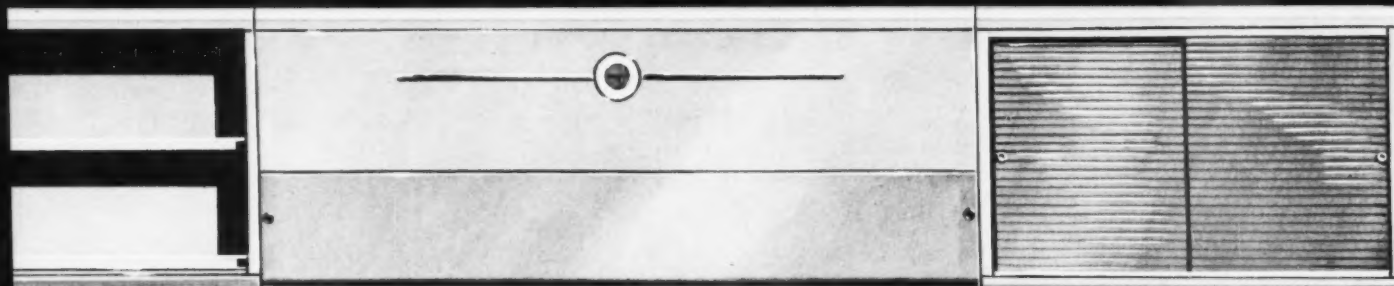
herman nelson



# hermel-cool/II

## UNIT VENTILATOR

### with optional air conditioning



already selected by more than <sup>150</sup>~~100~~ schools

Will the school you are planning *ever* need air conditioning? The answer is definitely—yes. Architects and educators agree on the importance of the proper learning environment. And only air conditioning can assure that your school will have it when the weather outside is warm.

That's why today—less than a year after its introduction—the HerNel-Cool II unit ventilator with optional air conditioning has been selected for use in more than 150 schools, which are either air conditioned now or have planned for it.

HerNel-Cool II is the first unit ventilator to offer optional air conditioning, as well as heating, ventilating and natural cooling (with outside air). Units can be installed so the school enjoys the usual bene-

fits of Herman Nelson unit ventilation, including the famous DRAFT|STOP system—the *only type of draft control that is compatible with air conditioning*. Then at any time—immediately, or whenever the school budget will allow it—the mere addition of a chiller in the boiler room is all that is needed for complete hot weather air conditioning.

This can be accomplished without disruption of classroom activities . . . without expensive alteration and installation charges. The cost is far less than for separate heating and air conditioning systems—both for installation and operation.

Want information? Write today to Herman Nelson Unit Ventilator Products, **American Air Filter Company, Inc., 215 Central Ave., Louisville 8, Ky.**



AAF

## herman nelson

UNIT VENTILATOR PRODUCTS

*System of Classroom Cooling, Heating and Ventilating*



## THE SCHOOL SCENE

(Continued from page 8)

for 1958, a week longer than 1957. The action means that school children will go to school from September 8 through June 19, 1959. The usual holidays will be observed. The board also raised by two and a half months the minimum entrance age for admission to kindergarten and the first grade.

## SCHOOL POLICY AND ADMINISTRATION

### HELPING THE BACKWARD STUDENT

The public schools of Stow, Ohio, have in operation a program designed to help the student who has fallen behind in his class in reading or arithmetic, or who has unusual ability and needs.

Under the plan, one additional teacher is assigned to each grade school with 18 to 20 rooms. The special teacher, at the beginning of the school term, determines the pupils who have dropped behind in reading or arithmetic, or who are showing need of additional help. These pupils are taken eight to ten at a time for periods of 20 to 30 minutes of special help. Testing procedures are used to determine the difficulties and remedial methods are applied. Under the plan the pupils make definite gains in reading ability in a few short months. The average gain for a full year for all children exceeds two years, and comparable gains are also shown in arithmetic. The work utilizes 75 per cent of the teacher's time, and the remaining 25 per cent of time is devoted to gifted children. The work is in operation in the first six grades and plans are being made for its extension into the seventh and eighth grades.

### STUDENTS' USE OF CARS

The Johnsville-New Lebanon, Ohio, board of education has adopted a new board policy governing student driving to and from school. The purpose was to reduce the number of students driving to school in the interest of safety. Temporary permits are issued for the following reasons:

1. To a student who is working and will go directly from school to work.
2. To a student who is participating in an after-school activity which makes it necessary for him to provide transportation for himself.
3. To a pupil whose parent calls and asks for a permit for one day because of work at home or a dental or medical appointment.

Students who are permitted to drive to school may not haul passengers to school. Following an activity of the school, the student may transport a limited number of students in his car.

No student is permitted to leave school in his car and then return to an activity. He must stay on the grounds until the activity is completed.

The parent must assume full responsibility for the student's driving to school.

### WASHINGTON'S FOUR-TRACK PLAN EXTENDED

The four-track plan of high school organization in Washington, D. C., is to be extended to the junior high schools, under a recommendation of Acting Superintendent Carl F. Hansen.

The plan, which has been used during the past two years in the senior high schools, has made it necessary to divide all students into

(Concluded on page 60)

## "STILL LOOK LIKE NEW!" FLORIDA PRINCIPAL WRITES OF DURHAM FOLDING CHAIRS

Giving complete satisfaction, Durham chairs do double duty in this "Cafetorium." From Madeira Beach Elementary School, St. Petersburg, Principal Robert L. Moore writes: "We like DURHAM folding chairs . . . they are easily, quickly placed in position or stored in limited space. Our custodian finds them easy to handle . . . they do not mar the floor tile in any way. They get more than average use. But, today, they still look like new . . . very comfortable, too."



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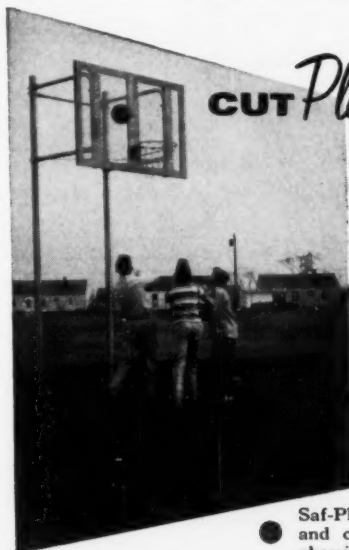


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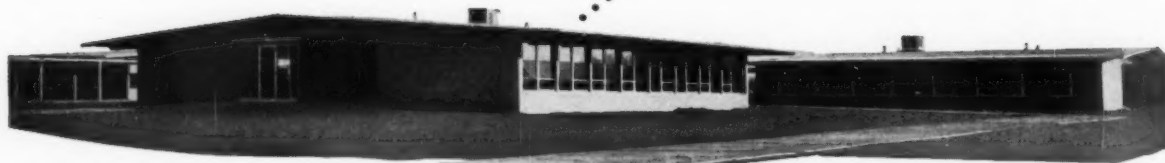
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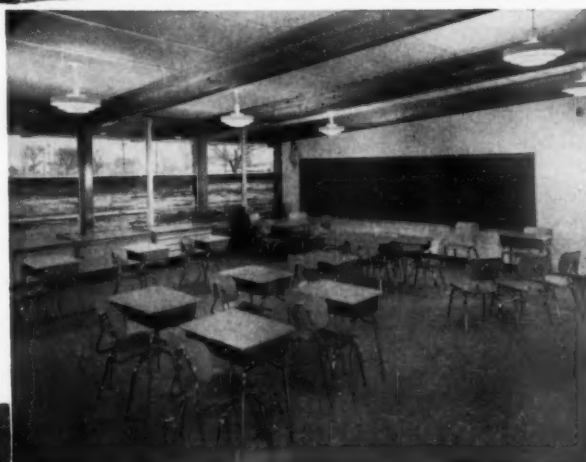
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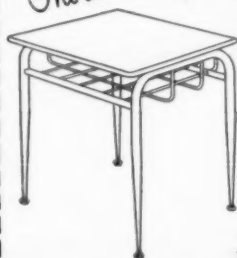
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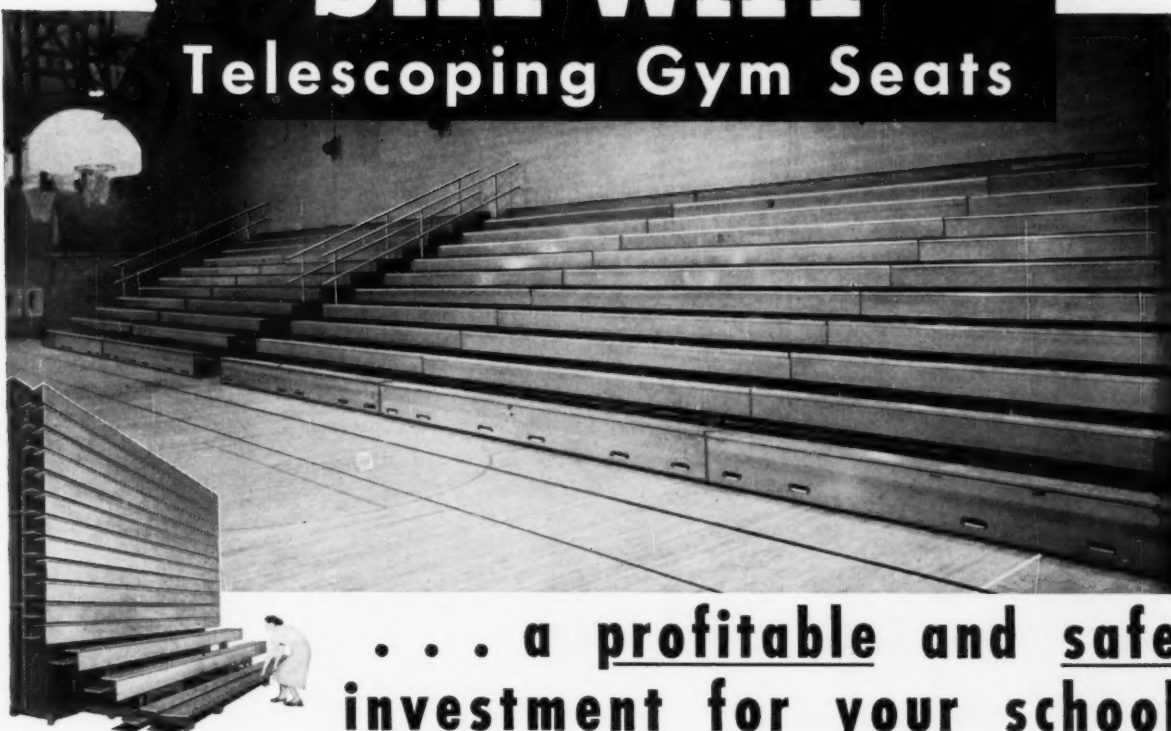
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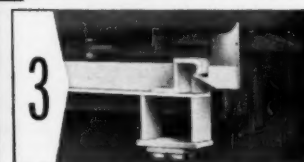
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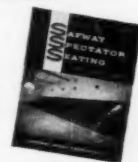
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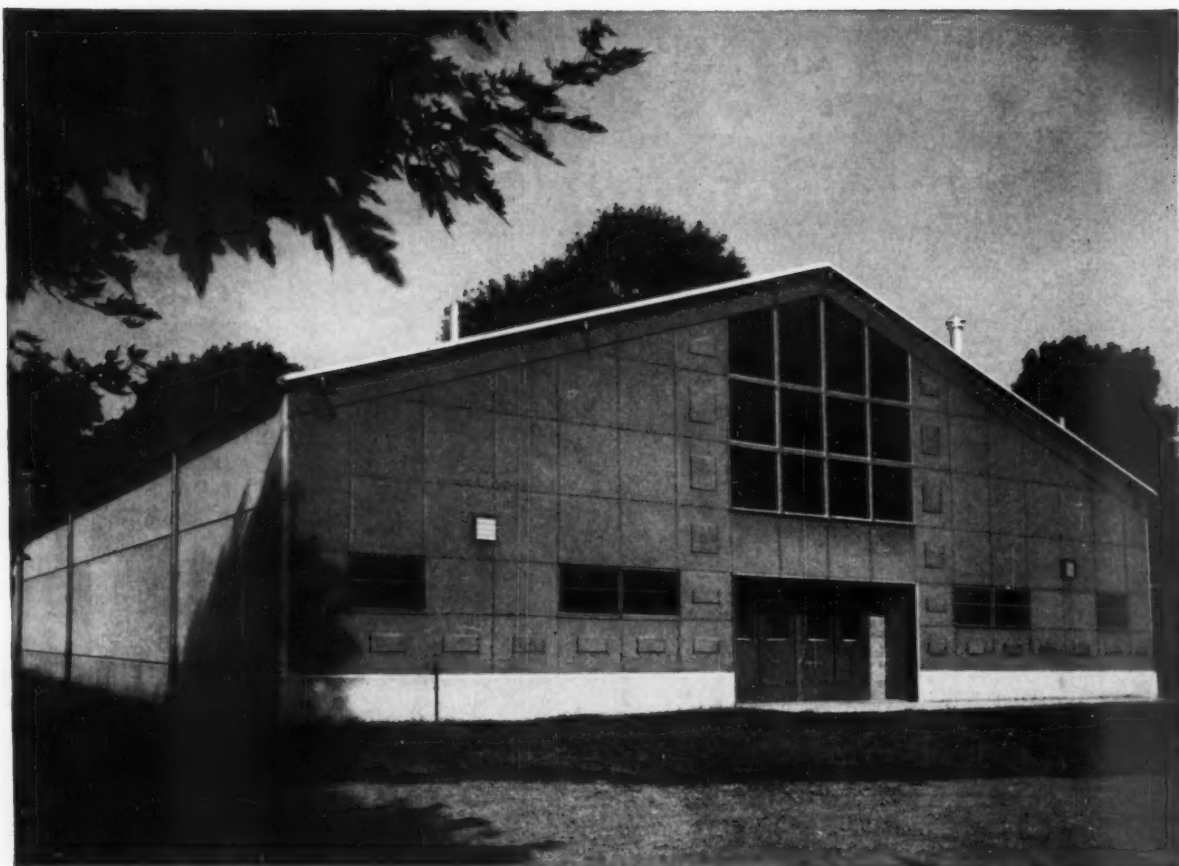
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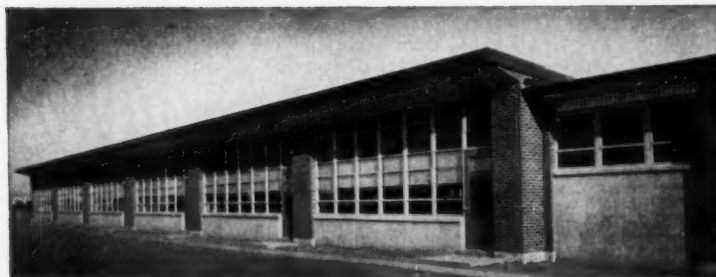


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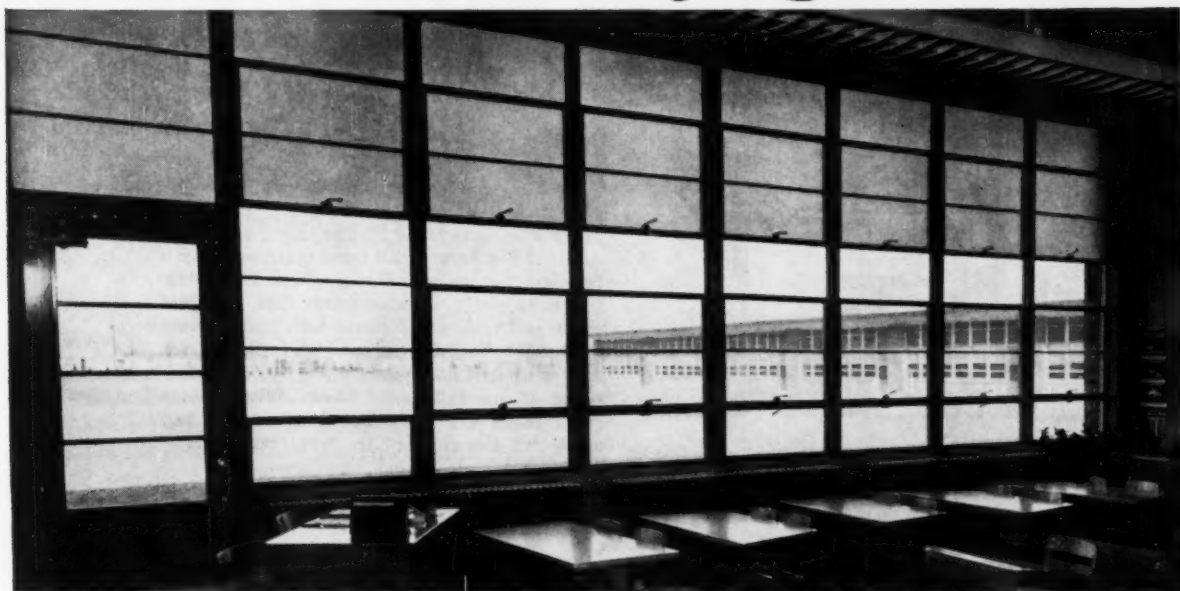
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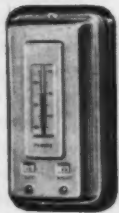
## St. Nicholas Elementary School, EVANSTON, ILLINOIS

ARCHITECT: Pirola & Erbach • MECH. ENGINEER: J. P. Bazzoni

CONTRACTOR: Robert E. Murphy Co. — All of Chicago



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## 4000 New Teachers a Year

Recruiting 4000 new teachers each year is one of the major problems currently facing the Los Angeles city schools. The reason for this need is two-fold: record birth rates and unparalleled migrations to the area. In recent years a number of major steps have been taken to meet the heavy demand of the district. As a result, the recruitment goal is being met. Success in obtaining the new teachers is believed to be due to four main factors: (1) superior schools which attract good teachers; (2) good salaries; (3) intensive, year-round, nationwide recruitment; and (4) attractiveness of the Los Angeles area as a place in which teachers, as well as other types of workers, want to live.

Demand of this city for this large number of new teachers a year is divided into three parts, each of which represents one third of the total need: (1) replacements for the 8 per cent who resign or retire each year; (2) new teachers to fill new positions resulting from a 7 per cent pupil increase each

year; and (3) needed new substitutes. Seventy per cent or 2800 of these new teachers are required the first semester of the year and 30 per cent or 1200 the second semester. The elementary schools of the district absorb 2200 or 55 per cent of the annual new staff; the secondary schools and junior colleges 1800 or 45 per cent of the total. The latter per cent is increasing, and within a few years the demand will be evenly distributed between the elementary level and the other two levels.

All new teachers selected by the district are required to meet high employment standards. They must possess the bachelor's or higher degree (or equivalent requirement for vocational fields), and must pass a test in English usage. Successful completion of student teaching or actual teaching experience is also required, except for emergency situations. The over-all recruitment objective is to staff schools as completely as possible with fully qualified teachers who meet the regular state credential requirements. While this is

not entirely possible to achieve in the face of present shortages, needed teachers who serve on provisional credentials are carefully screened and are required to meet high standards.

### Sources of New Teachers

One-half of all new teachers in the city are recent graduates of one of the 11 local teacher training institutions; the large majority of this group come to the district from Los Angeles State College, the University of California at Los Angeles, and the University of Southern California. One fourth of the new staff each year are out-of-state recruits who are coming to Los Angeles from all parts of the United States along with the general migration of people to this part of the country. Fifteen per cent are former teachers and persons from other fields of work, including housewives who are college graduates; the remaining 10 per cent are teachers from other California school systems.

The persons who are drawn to teach-

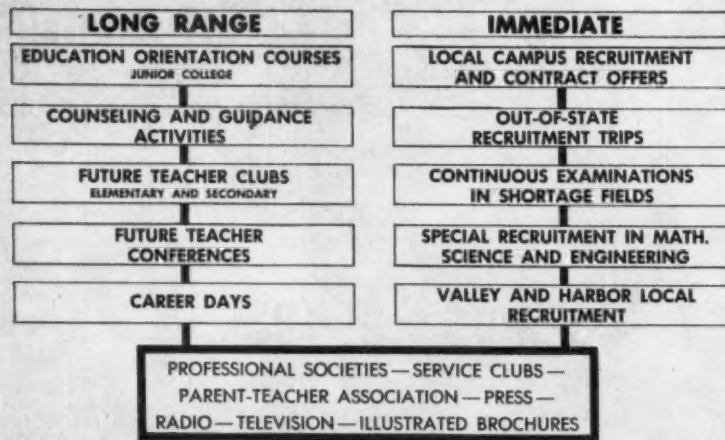
Teacher recruitment in Los Angeles involves an extensive, aggressive program that aims to place a qualified teacher in every classroom . . .

**WILLIAM B. BROWN**

Associate Superintendent, Los Angeles, Calif., Schools



## TEACHER RECRUITMENT



A clear illustration of the two-phase recruitment program in Los Angeles, showing graphically the extent of the activities used to interest graduating and future teachers.

ing each year from other fields of activity constitute a much needed and valuable addition to the newly recruited staff of recent college graduates. Of special interest are the qualifications and background of this group. The largest number are parents whose families are partly grown. They are often persons who have had a desire to teach but for some reason have not been able to enter the profession. They are generally persons in their 30's and 40's. They have had a strong interest in children shown by the activities in which they have participated. They have given evidence of a desire to improve themselves as shown by college attendance and other constructive activities. They have had a good scholastic average in college academic work. Intellectual curiosity, excellent health—physical vigor and stability—ability to get along well with other people, positive attitude, and evidence of occupational stability; there are other typical characteristics of persons in this group who have become successful teachers in our system.

The new teachers, when added to the regular teaching force, constitute an educational staff for the district this school year of 16,500 contract teachers, 3000 substitute teachers, and 3000 administrators, supervisors, doctors, nurses, attendance supervisors, and adult education teachers, for a total of 22,500 certificated employees. In addition, 11,500 noncertificated employees serve the District. The combined staff totals 34,000 employees.

### Recruitment Program

The teacher recruitment program, which is very valuable in normal times

but essential in times of shortage, is divided into immediate and long range phases. Emphasis in the immediate phase of the program at the present time is placed on five activities. These are:

1. Campus recruitment of teacher training graduates of local colleges and universities through use of a streamlined screening procedure, followed by immediate offers of employment. This recruitment is undertaken each spring, summer, and fall under the direction of and in close co-operation with the college placement offices.

2. Out-of-state recruitment through use of teams of recruiters who visit large cities and colleges in other parts of the nation during fall and spring months.

3. Frequent spot recruitment in areas of the school district where the greatest difficulty is experienced in obtaining qualified teachers. Difficulties are due to great distances of certain areas from the central part of Los Angeles and because of inadequate public transportation in some of the new areas.

4. A special recruitment program to obtain mathematics, science, and engineering teachers. The program has included an intensive search for new teachers in these fields, re-training of selected teachers now serving in other fields, and extensive community co-operation with industry and engineering groups in the community.

5. Widespread announcement of the district's need for new teachers through use of brochures and through help of community groups, press, radio, and television agencies. The assistance of these agencies has been a vital factor in the success of local recruitment.

The long-range recruitment program, which is considered of equal importance with the activities undertaken to obtain teachers for the immediate future, is directed toward provision of fully

qualified teachers for our schools for the years ahead. The objective is to develop interest of selected elementary, secondary, and junior college students of the district in the future possibilities of teaching as a career. The program emphasizes the dignity, importance, and attractiveness of teaching and is intended specifically to assist teacher training institutions in increasing their enrollments to help meet future needs. The program has three main phases:

1. Encouragement of Future Teacher of America Clubs in the secondary schools of the district. Twenty-five of these clubs in the district's 38 senior high schools are active at the present time. Emphasis is placed upon giving authentic information about careers in the field of professional education and encouraging qualified young people to prepare to enter teaching as a profession.

2. Provision of education orientation courses in the junior colleges of the district. Three such courses are now in operation. These are proving a very valuable addition to the recruitment program. Courses in education are also being given in four high schools. These provide opportunity for future teachers to observe and assist in elementary schools and to gain background for professional preparation.

3. Emphasis on counseling and guidance activities, including career days, which encourage interest in selection of teaching as a profession in all high schools and junior colleges of the district. These activities are particularly directed toward superior students with potential teaching ability and interest.

Because of continuing shortages and their recent extension to all levels of teaching—kindergarten and elementary, secondary, junior college, and special—recruitment activities have been intensified, especially in two vital phases of increasing the amount of time devoted to field work and acceleration of the entire selection and screening procedure. Because of close competition with other school districts and with industry and other public agencies, four important mandates are observed: to recruit well ahead of need; to screen as promptly as possible; to make contract offers to eligibles without delay, and to assign new teachers to individual schools at the very earliest possible date after acceptance of employment in the district.

### Assistance of Interested Persons and Agencies

Recruitment of teachers for Los Angeles is recognized as an "all-hands" job, an undertaking in which all agencies and citizens who are vitally interested in the schools can and do participate. Both of the local districts of the California Congress of Parent-Teacher Associations have been of great help to the school system, particularly



## District administrators and teachers contribute greatly to the recruitment program

in long-range recruitment activities and in obtaining urgently needed day-to-day substitutes. The P.T.A.'s have given encouragement and support to future teacher clubs and to other valuable community activities which not only build interest in teaching but also add to the standing of teaching as a profession. The parent groups have provided a fine means of contact with qualified persons in the community, particularly mothers whose families are partly grown.

A great many individual persons who live in the Los Angeles metropolitan area are helping to bring good teachers to the schools through family and personal contacts as well as through group and professional activities. The recruitment program has plenty of room in it for participation of all who desire to take part.

### Co-operation in Teacher Training

As one important aid to recruitment, the City schools co-operate with local teacher training institutions in all phases of teacher training in which the City schools can be of assistance, notably in the provision of student teaching and observation opportunities. Also, the district co-operates with these institutions in special training programs planned and tailored to meet the needs of more mature persons. Three such programs are now in operation. Candidates are college graduates who are carefully selected by the district and the colleges concerned. These persons are given an intensive summer training program followed by employment in the system as provisional teachers. Training continues during the year of teaching service. The second summer of training leads to the regular teaching credential. These pilot programs have already brought additional well-

qualified, regular new teachers to the City schools.

### Year-round Recruitment

Year-round recruitment has been found to be essential in order for the district to meet its needs. The personnel office processes an average of more than 15 new teachers each working day of the year in order to obtain the required instructors. Examinations for candidates seeking full probationary status are given once each month throughout the year in elementary and secondary shortage fields, and in other fields as frequently as required.

As soon as teacher needs for one semester have been met, planning starts on recruitment for the next succeeding semester. While there are seasonal peaks, there is no longer any time during the year when there is a letup in the recruitment effort and the examination activities. New teachers are recruited every week and every month of the year from July 1 to June 30.

Career opportunities and benefits are stressed in the recruitment program. Emphasis is placed upon:

1. Wide range of teaching opportunities—many openings, all levels and fields,
2. Protected life career—tenure after three years,
3. Favorable salaries,
4. Excellent working conditions and instructional materials,
5. Whenever possible, choice of community and area in which to teach,
6. Liberal leave allowances,
7. Advantages of living in the Los Angeles area, and
8. Wide extent of opportunities for advancement to supervision and administration.

### Teachers' Salary Schedule

The teachers' salary schedule is con-

sidered of special importance both in obtaining and in holding good teachers. Los Angeles has a good schedule this year, one of the best in the nation. It provided an average increase of 6 per cent or approximately \$400 per teacher over the preceding year's salaries.

Five important schedule rates are:

\$450, the beginning rate on the schedule. This rate keeps Los Angeles in the forefront of major cities in starting salaries. While only a minority of new teachers are on this rate each year, it does have important value in teacher recruitment activities.

\$501, the estimated rate which the average new teacher is receiving this year based upon his preparation and previous experience. This rate cannot be readily compared with similar rates of other districts because of the variety and flexibility of rating-in plans. From available information this is a good rating-in salary.

\$589, the maximum rating-in for new teachers. This rate will be attained by an estimated 100 of the new regular teachers this year. Nine or more years of experience and 42 credits above the bachelor's degree are required for a new teacher to receive this rating-in salary.

\$643, the estimated average salary this year. This is an important barometer of the progress on the schedule of teachers in service. Los Angeles ranks near the top among major cities in this rate.

\$825, the maximum on the schedule this year. An estimated 800 will receive this rate in school year 1957-58. While maximum salaries of school systems cannot be readily compared because of varying requirements for reaching this top rate, Los Angeles is considered to rank high among representative cities. The doctor's degree is not required in this district to reach the top step. In general, California cities with higher maximums than Los Angeles require the doctorate to reach the top rate. The requirement is not found as frequently in large districts outside of California.

Los Angeles  
recruits  
teachers in  
high schools  
and  
colleges —



Principals seek out promising college students (left), and describe opportunities in the district; a recruiter (below) advises a planning session of high school chapter of Future Teachers of America club.



### Status of Teachers in the Schools

Last school year approximately 10,000 teachers in Los Angeles were permanent and had full tenure protection under state law. An additional 5500 were serving the required three-year probationary period, also with protection of state law. 2500 teachers were substitutes serving on regular credentials. The remaining 1500, or 8 per cent of all of the teachers of the district, were serving on provisional credentials, half of these in contract positions and half in substitute positions.

The orientation and evaluation problems which face the administrators and supervisors of the schools of Los Angeles are very great. Most of the nonpermanent teachers and substitutes must be evaluated each semester or oftener. The new ones must be carefully inducted; many need a great deal of help in getting a good start as teachers. This is a load in our district which we know will not lessen in the years ahead. In fact, it will continue to increase. Orientation programs, which are a very important part of the in-service training of the district, are receiving close scrutiny with a view to future extensions and improvement.

### Today and the Future

The teacher supply situation this fall in Los Angeles is definitely improved over a year ago. The schools opened in September with a staff of new teachers of higher standard and better quality than in recent years. Not only is the regular staff improved, but a better supply of qualified day-to-day substitutes was also obtained. Both for regular positions and for substitute service it has been possible for the district to maintain a bachelor's degree standard. The supply of new teachers with regular credentials is still insufficient but the recruitment response has resulted in a very fine supply of persons who meet high professional standards.

Recruitment of new teachers by the Los Angeles City schools personnel staff will continue in the future at an intensive pace because of rapid growth and replacement needs. An increasing percentage of adults who have been out of college for a number of years will be needed in the teaching force to enable the district to meet its demands. Emphasis will continue to be placed on selective recruitment. Superior individuals, both students in school and adults, are urged to prepare for and enter the teaching profession. Our recruitment objective, which receives major attention of the schools and of many community groups, will be implemented wherever possible in the years immediately ahead. The aim is to staff all classes with strong teachers, thereby not only maintaining a high level of education but also bringing about its improvement. ■

# Four Steps to Understanding

L. E. LEIPOLD

Principal, Nokomis Junior High School, Minneapolis, Minn.

It is difficult to achieve a workable understanding of school law for professional educators, such as school administrators, as it is for lay board members.

The usual consequence of this fact is an avoiding of commitments involving a knowledge of school law on the part of administrators, and the hiring of an attorney to provide the answers for the board of education. Not that the wisdom of having a school attorney is disputed; such a practice is recommended. However, it should not serve as a substitute for knowledge. Administrators and board members make themselves experts in many phases of their work such as finance, transportation, taxes, budgeting, and other areas, but they stop short of taking the logical step of acquiring knowledge in a field that involves every phase of school administration, namely, that of school law.

There is probably no area of an administrator's work that is of greater importance but of which frequently he has less knowledge than that of school law. There are several reasons for this.

### Law: A Forbidding Term

In the first place, to the average person, the term "law" is a forbidding one. It connotes obfuscatory terminology liberally studded with Latin expressions which throw the average person's mind into a state of confusion.

To add to this condition, the state school law books do their full share of mischief. There is no more poorly compiled reference book extant than the average state school code. They are for the most part heterogeneous accumulations of abstractions. (Within the past 12 months the author has personally examined at length no less than 23 state school law books and found not one of them to be organized useably.)

Granting that many school board members and administrators are unversed in the area of school law and that they find efforts to improve their knowledge in that field unrewarding, what can be done about the matter?

Someone, naively recalling the primary information available during his own school days, may suggest, "Buy a textbook in school law." Unfortunately, textbooks in this field are far from being best sellers. They are encyclopedic, difficult to understand, and generally very dull reading (with one or two rather notable exceptions). However, both general textbooks and specific state codes can help to provide the background necessary for an understanding of the basic principles of school law, as can periodicals devoted to school administration.

### 1. Consider the General Principle of Law

First of all, *the general principle of law governing each case must be considered*. For example, suppose that a situation concerning the punishment of a pupil is involved. The general principle governing the situation is: *Corporal punishment must be reasonable in nature*. Actually any type of punishment not *reasonable* in nature is forbidden either directly or by implication. The question that arises at once centers about the word *reasonable*. What constitutes *reasonable* punishment? Obviously, the age and the sex of the person being punished must be considered as must the degree of seriousness of the offense committed and the powers of the person inflicting the punishment. What constitutes reasonable punishment for a senior high school football player would probably be considered excessive when used upon a timid first-grade girl.

Here is a case in point.



# School Law

- 1 Make a conscious effort to possess at least a working knowledge of the general principles of school law.
- 2 Know the contents of one's state code.
- 3 Be passing acquainted with decisions already handed down in the area of concern.
- 4 Bear in mind the opinions and rulings of school officials, from classroom teachers to the state's chief school officer.

A teacher punished a primary grade child for misconduct, administering a severe whipping. Later in the day, for no apparent reason, another whipping was given the child. During the same day two other children were similarly punished. The father sued the teacher, alleging that the punishment was too severe considering the offense and the age of the child. The court agreed with the father and held the teacher to be liable.<sup>1</sup>

On the other hand, a New York court upheld the right of a principal to punish a boy who dropped a book on the head of another pupil from the balcony of the school auditorium. Several teachers had previously complained about the boy's bad behavior. The court declared that the principal had the right to use his best judgment in respect to the punishment of pupils and that at times he must depend upon the reports of teachers when considering alleged misbehavior. The punishment, it was held, was not too severe considering the age and offense of the child, in this case the punishment consisting of a whipping administered on the buttocks of the offender.<sup>2</sup>

Another point to be considered concerns various concomitant factors that bear upon the case. *Of primary importance is the determination of what actually constitutes corporal punishment.*

It is held by some persons that any physical contact comes under this category and this contention underlies the admonition often heard to *keep hands off pupils, in play or in anger*. Others maintain that teachers have the right to use such coercion as may be necessary and that taking a pupil by the arm or using necessary force to remove an offender from a classroom does not come under the corporal punishment

category. The Minneapolis Board of Education takes this point of view, for while it forbids the use of corporal punishment without the prior written consent of the parent or guardian it does permit the use of reasonable coercion on the part of teachers to enforce their requests or demands. The rule reads as follows:

Teachers shall be responsible for the proper supervision and control of pupils in the school building, on the school grounds or at any school-sponsored activity and by authorization to use such moderate and reasonable force only as may be necessary to restrain a pupil from attacking a pupil, a teacher or other school personnel or from injuring himself; or to remove a pupil from a scene of disturbance if he refuses to comply with the teacher's direction for establishing or maintaining order.<sup>3</sup>

## 2. Understand the State Code

When seeking to determine the extent to which a teacher or administrator may legally proceed in punishing a child without opening oneself to charges of assault, *it is essential that the provisions of the state school code be clearly understood*. Such codes vary all the way from prohibiting corporal punishment to making no mention whatever of it. In between those two extremes are a multitude of variations. The legislature of each state is an all-important source of authority in school matters and its statutes should be studied carefully, for it is applied wisdom to do so.

## 3. Understand Court Cases

If the state code is silent or virtually so the matter, *the decisions of courts on cases previously brought before them assume an increasing importance*. When rendering decisions, courts take

into consideration what other courts have said on the matter. This is true nationally, therefore it is necessary for anyone seeking a knowledge of school law to familiarize himself with case law source materials. A qualified school board attorney can make time-saving suggestions on this point as well as securing for the superintendent and the board such valuable references as Vol. 56 of *Corpus Juris*, *Corpus Juris Secundum*, Vol. 24 of *Ruling Case Law* and others which will not only provide interesting reading but enlightenment as well. The *Yearbook of School Law* is an annual compilation of the most important court decisions in the field of school law that is a valuable reference and should be available in the school's professional library.

## 4. Remember School Official Opinions

A fourth point to be considered, concerns the opinions that have been given by school officials or by the attorney general's office that have a bearing on the problems. *While such opinions are not in themselves law, they possess legal weight until they are set aside by law or by the opinion of a superior body.*

For example, a county superintendent's opinion on a matter over which he has jurisdiction is superior to that of a local superintendent of school's ruling. However, the county superintendent's opinion may be overruled by an official of the state department of education or by the chief state educational official. In turn, such an opinion might be set aside by the office of the state's attorney, and so on. Therefore, while these opinions may be temporary and may be set aside by higher authorities, they have the force of law until they are so disposed of. All of which helps to simplify a confusing problem. ■

<sup>1</sup>*Haycraft v. Grigsby*, 88 Mo. App. 354.

<sup>2</sup>*People v. Mummet*, 50 N.Y. (2nd) 699.

<sup>3</sup>Minneapolis Board of Education Rules and Regulations, Rule 6-D, p. 30.

# Elementary Science Experiments



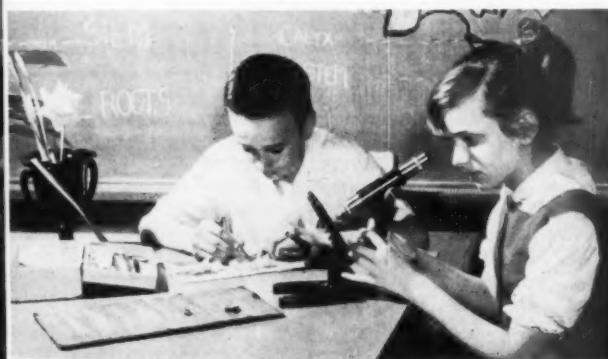
Tangled in a web of planets, these seventh graders study the solar system. The volleyball represents the sun and the baseball the earth, as a familiar yet dramatic demonstration of relative sizes in heavenly bodies.

— A photo story by Dante Tranquille

Putting the principle that fire needs air to burn to work delights experiment-minded primary graders who take their science demonstrations seriously.



First graders (left) learn that the study of magnets has an attraction all its own. Examining parts of flowers, these seventh graders (below) learn to use a microscope.



Getting the most out of giftedness  
requires parental support of high quality —

## *The Gifted Need Their Parents First*

JOSEPH LEESE

- ▶ A critical problem of the gifted is to get them to apply themselves near their level of capacity.
- ▶ Psychologists state that the formative years are instrumental in developing the ability to bear down intellectually.
- ▶ A high level of gifted performance needs a home environment of parental (1) love and affection, (2) encouragement, (3) "balanced" vigilance, and (4) provision for good study arrangements.

The mounting enthusiasm for someone's doing more for the gifted leaves very few unhappy. This is not so much because we recognize our dependence upon the extremely capable for our future leadership in every endeavor but because we believe so fully in equal opportunity for all. Naturally the focus of attention has been on our schools which are charged with neglecting to provide such opportunities. Suggestions for what *they* ought to do have been almost as numerous as have been the excited claims about their failure. In fact, it could easily be assumed that should the schools make the adjustments demanded by many self-appointed critics, the "gifted should be lifted" forthwith and all should be settled in a trice.

Indeed, much more can be done by the schools to provide better opportunities for the gifted. To think, however, that national scholarships, better trained science teachers, more foreign language, or longer hours of attention to spelling and arithmetic and other legitimate adaptations will do all that needs to be done is naïve. None of these is the first line of action. For as with all other aspects of growth, the school de-

pends upon the home for its launching pad and for the supplements there to boost the young star from stage to stage.

It is all too clear that many homes have shifted to the school this major responsibility for providing for, challenging, encouraging, and developing their children. A volume of complaint comes from parents who want their offsprings to have school homework so they can be kept busy in the afternoon and evening hours. The working mother wants supervised recreation, and the bowlers, bridge players, and civic gadflies want a five-subject load, extra seminars, and accelerated programs to absorb so much time that their adolescents cannot watch television. The school is given the task of developing tastes, of instilling the love of books, of promoting creativity, of broadening experience, of strengthening the body, to mention but several.

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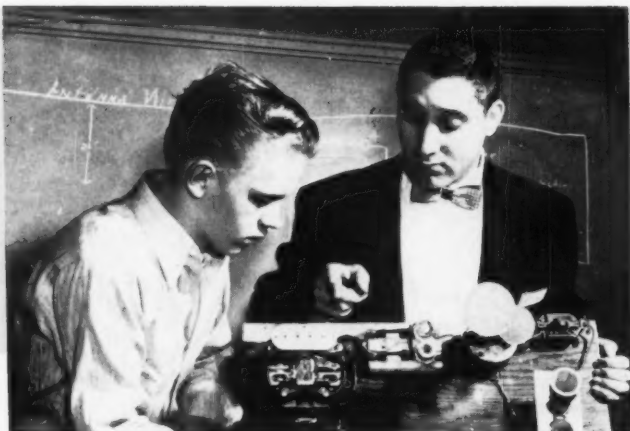
Dr. Leese is professor of educational psychology at the State University of New York at Albany and director of the Project for Talented Youth for the Bethlehem, N. Y., Central Schools.

### **Higher Level of Performance**

Few teachers would reject these tasks as legitimate functions of the school for any and all children, particularly the gifted. But it is obvious the school cannot suffice completely. Certainly it cannot be successful if parents neglect their part or do appreciably less than they are able. Regardless of the adaptations made—homogeneous grouping, acceleration, special classes, richer and fuller courses—the gifted child will fall far short of attaining his potential if he fails the training at home that gives respect for intellectual pursuits, that builds in the value of perseverance, that encourages freedom of action and independence.

Probably the most critical problem with the gifted is that of getting them to apply themselves vigorously at or near their level of capacity. The tragedy with a great many of our talented is that their intellectual powers are wasted, because they are misdirected or because they are never fully released. All are familiar with the repeated phrase, "He could do better if he wanted to." A common frustration of teachers is that their pupils, particularly boys, do not produce up to their level of ability.

How to obtain from the gifted child a higher level of performance has thus come in recently for rather extensive analysis. Some of the identified causes of underachievement include poor study habits, physical handicaps, frequent absence, social or emotional immaturity, retarded reading facility, insufficient motivation and stimulation from the teacher. The most challenging relative of underachievement though is the ab-



Regardless of what the schools attempt to do for the gifted child, he "will fall far short of attaining his potential if he fails the training at home that gives respect to intellectual pursuits . . ."

sence in the child of a drive to pursue excellence. Many of our most capable youth, fortified with all the physical, emotional, and mental attributes it takes to do superior school work, just will not apply themselves to the tasks set for them by the school, and in all too many cases will not select for themselves tasks requiring a high order of application. Despite strong guidance departments, persistent counsel from teachers, threats of low marks, and provisions for adapted instruction, they persist in mediocrity.

It is now the opinion of a number of psychologists that the drive to achieve, to compete, to contend with a standard of excellence is learned in the formative years and derives very appreciably, if not for the most part, from situations in the home which permit and establish early the exercise of independence. Coupled with high expectancy on the part of parents for the child to succeed at tasks in the home, provisions for independence, it is held, develop in the child the motive to explore freely, to seek out new experience, to overcome obstacles in the way of objectives he sets for himself. In this view then, the seat of school and life success is in the nature of the balanced home training rendered the child. Parents cannot control the combination of genes which produces the basic ingredients of a high order of mental potential; they can, however, create the intimate environmental circumstance that fosters the need to achieve, to use that intelligence.

#### Parental Expectations

Study, to date, on that environment supports the idea that in the most important years before the child is ten or eleven, moderate and balanced love and affection are significant and valuable as they constitute the background for sharp demands or requirements. The child should be expected

to master early tasks involving body control, dressing, handling mechanical things, rules of games, selecting friends, negotiating the areas around the home and neighborhood. Continued indulgence, apologetic cover-up or extra sympathy for failure in accomplishing, restrictions that prevent the child from trying himself out socially, physically, and emotionally, it seems, interfere with independence emergence with which the mother is intimately and most directly concerned. The caution naturally to be emphasized is that tasks should not be required or self-selected so early as to be impossible of achievement or as to be extensive in their negative emotional effect. Just as important, however, is that they ought not be delayed to the point where a "stretch" is not required to reach.

Launching the gifted child as an independent, self-directive person is only the beginning, if perhaps the most important, of what he needs from his parents. George Sokol, presently at a large eastern university says now the thing that made matters most difficult for him was the way his parents "kind of acted counter" to what would have helped most. They were not interested much in what he was studying but were rather concerned for the most part with their own affairs in which he was not invited to participate. Content to read the newspaper casually and watch TV indiscriminately, they bought few good books or magazines. In contrast, Mike Loeb's family regularly planned new experiences together. They selected concerts and radio plays at after-dinner table discussion; they planned their summer visits around national parks, places of historical interest, and geographical variation. Mike recalls that there was always something going on at home that sent him to atlases, encyclopedias and other reference books at school different from the ones at home.

#### Types of Parental Helps

A girl explains that most of her appetite to know surely came because she just grew up with it. To her home there were invited regularly people who knew books, politics, people, and far-off places. Fascinated at the table and reluctant to go to bed, she learned from them the urge to know more about the world, the people in it, the phenomena of nature, and the explanation of things. Unhappily lacking in many of these attributes, Earl's family breached the gap because through their encouragement he learned chess from an invalid, deepened his knowledge and appreciation of music on Saturday with a nearby devotee of the classics on records, and built and added to his short-wave radio set in the spare moments the scout-master had.

Paul Brandwein in one chapter of his book on *The Gifted Student as Future Scientist* points to persistence and questing as two factors that make the difference between the good student and the unusual and uniquely productive one. Both these traits have, of course, a variety of origins. No one has found a single key to their source.

We found high school juniors pretty glib about it all though, when we asked a number of them what caused them to stick at a task once started, Kathy said, "Well, my mother and dad just set the pace for us. They always finish what they start, and they never let us get away with sloppy stuff. I dunno, but my mother has got just the right knack of telling you a thing's OK, but could be improved here and there. Always makes me feel good, but I always want to do just a little better too."

"Same here," chimed in a boy known for his doggedness. "We have lots of questions that come up at home. We often argue both sides or all sides and by that time we have almanacs, encyclopedias, and dictionaries all over the place."



He illustrated with a story about a guest they had had for dinner whose conversation led to a discussion of the Iroquois. The guest was familiar with the location of the Iroquois tribal lands and with many of their customs, but he gave some figures on their numbers that did not ring true. "Right there," said Louis, "we got out the books, in a friendly way, and boy, was he off base and embarrassed. We weren't though 'cause the facts are what count at home. If you don't know, you find out."

#### Cannot Blame Teachers

Bearing down intellectually recently has been out of vogue according to some. Worry over that matter is probably out of proportion to what actually has been the case. But there certainly are gifted students who have lacked the encouragement to delve in deeply. "If I had only used my time to better advantage" is a common complaint of college freshmen. Many wonder why they were not "required" to do more. Most blame the school, but a brilliant high school senior last year just before graduation put it this way:

"Well, you can't blame the teachers for our mediocre performance. The trouble lies with parents who think they are helping when they defend themselves by saying they want 'regular' kids. Parents who are satisfied to have just an average boy or girl and would rather have somebody well rounded are too often just kidding themselves. They are just encouraging capable kids to do less than they are able."

Gloria is smart enough to have picked that up from her avid reading of the *New York Times* and of magazines, but the interesting point is that her opinion was shared by eight out of ten boys and girls who were asked:

Would you do more and better in school if your parents insisted on it?

Do you think the idea of being well rounded is an excuse for doing less well academically in school?

Their sentiments were echoed nicely by Harvard President-Emeritus James Conant who declared in a national conference on the gifted in Washington recently that parental attitudes can be "major blocks." Singling out a mother who said she wanted her children to be normal and well-adjusted kids. he said, "It is all too evident from her conversation that by normal she meant *mediocre* and by *well-adjusted* she meant children who create a minimum of problems for mama."<sup>1</sup>

#### Overcoming Conflicts

The conflicts the gifted youth have with their parents are not radically different from those churned up by the

<sup>1</sup>*New York Times*, February 8, 1958, p. 46.

(Concluded on page 65)

## Eleven Months for School Administrators

#### MAURICE E. ST. MARY

Principal, Forest Road School, Union Free School District No. 30  
Valley Stream, N. Y.

Many school administrators with whom the writer is acquainted are employed on a ten-month basis. Many, however, would like to be placed on an eleven-month schedule. These conscientious people feel that they *have* to work for two or three weeks every summer *without pay* to finish the paper work of the school year just ended or to prepare for the coming school year. In addition, they must do a great deal of work during the school year that should be done during the summer months, taking them away from their most important function: supervision of instruction.

#### Supervision: The Primary Function

Schools are provided by the American taxpayer to educate our youth in the best manner possible. Anything which prevents an administrator from spending the major part of his time in the supervision and improvement of instruction is a deterrent and should be done at times which interfere least with this primary administrative function. We feel that an eleven-month basis for administrators would solve this problem and our own district's experience is offered as an argument in favor of this thesis.

Administrators in the Union Free School District No. 30 in Valley Stream, N. Y., have been fortunate enough to work on an eleven-month basis for many years. We recently made a survey

of the work done in July and August, 1957, in our district. The results of this survey were startling. It is included here as an example of the kinds of work which not only *can*, but *should* be done outside the regular school year, so as to free the administrator for his basic function *during* the regular school year.

There is one truism in education that becomes more and more apparent in our district. As we develop our curriculum and service areas with our teachers, we find more and more tasks to be done. In other words, the more advanced that curriculum development becomes, the more materials, etc., we find necessary to collate and make available for our teachers. The visual-aids field is an outstanding example of this truism as we now find so much to be done in this area that it became necessary for our visual-aids man to join us in our eleven-month year.

#### Background of the District

Before proceeding further a little background of our district's make-up should be given so that a comparison with other districts can be made. The district is one of three elementary districts in Valley Stream, Long Island, N. Y. There are three main schools in the district, and a three-room neighborhood school, serving a total student body of 2500 pupils from kindergarten to grade six. The teaching staff num-

**An extra month of paid employment for school administrators would allow them to clean out routine "paper" work to free them for their basic function of supervision of instruction during the regular school year.**

bers 110; the administrative team includes a supervising principal, three building principals, an assistant principal, and a curriculum consultant.

It is our policy to stagger the vacations of our administrators and our office personnel so that there is always at least one administrator and two secretaries on hand at all times during the summer months. All administrators are present for the first two weeks of the summer vacation and it is at this time that the work for the rest of the summer is organized. This also acquaints each of us with the tasks to be done so that the work can be supervised adequately no matter which administrators are on vacation. Our vacations are also planned so that all are present for the two weeks immediately preced-

ing the opening of school in the fall. At this time we survey what has been accomplished up to that point and set final goals.

### The Tasks Accomplished

Among the largest tasks accomplished last summer was the revision of our teacher's handbook by dividing it into three separate handbooks; audio-visual, curriculum, and routines handbooks. We had found that our previous handbook had become too bulky. Other items typed, duplicated or printed, and collated included the substitute teachers' guide and revised courses of study in science, social studies, arithmetic, and handwriting. The courses of study had been revised by our teacher committees during the school year and it remained

for us to put them in final shape before the typists received them.

We had typed, duplicated, and collated some 40 different handbooks, booklets, or instruction sheets. In addition to the paperwork mentioned above we checked in and had placed in the classrooms of all our schools some 8500 texts and workbooks, and checked and had placed in the various stockrooms of the three main schools general and art supplies.

Added to all this output were the normal routines of: (1) registering new pupils, (2) providing transfers for pupils moving out of the district, (3) interviewing teacher candidates to fill late vacancies, (4) bringing class lists up-to-date and placed in teacher's desks, (5) setting up specifications, advertising, and supervising opening of various bids, (6) revising the files of the supervising principal to conform to the recommendations of the New York State education department, (7) setting up the payroll books for the coming school year, and (8) bringing up-to-date of all personnel folders.

Another major task was the supervision of the annual school census. Fortunately, we use a business machine system so that our main job here was to supervise the enumerators and to check their returns before the cards were sent out for processing and the final reports.

### Time for Supervision and Evaluation

Because these countless "routine" efforts have been accomplished during the summer, we have been able this past year to devote enough time to supervision of instruction. Every teacher in our schools was formally observed, not only once but on an average of three times by us during this school year. In addition, many informal observations have been made of all teachers. Observations have been made by all of us so that when tenure time rolls around we can jointly make the necessary decisions that we must make each year. An additional feature of observation of teachers by five administrators is that it offers protection to the teacher in assuring him of a fair evaluation. It is fairly reasonable to assume that the pooled judgment of a number of people would be sounder than one person's judgment. These observations also have helped us pass on, to other teachers in the district, the good techniques and methods we have seen in the various classrooms so that we have aided all our teachers to improve instruction.

Could we have accomplished this and still found enough time to do all the other clerical and routine tasks enumerated above working only ten months out of the year? ■

## SUPERINTENDENTS AS INSTRUCTION LEADERS\*

The school superintendent can serve as facilitator, supporter, stimulator and educational leader.

The superintendent must be a leader who continuously earns his privilege to lead.

The superintendent who shares leadership strengthens his own leadership.

The superintendent should use every means available to draw out his staff.

Seeking assistance of others is not a sign of weakness; it is a mark of maturity.

A good superintendent should do all he can to elevate the status of school-board membership in the eyes of the public.

Staff members are all obligated to promote public understanding of what they are doing.

One sour, sarcastic, unethical or poorly informed staff member can undo in one evening the good relations that many teachers have built up over a long period.

Superintendents must be careful not to give teachers the impression that they are more interested in good public relations than in good teaching.

Have less able teachers visit those who are doing superior work.

For a father worried because his child is not beginning the study of fractions in the same grade in which he did, there is little comfort in being told that it is more important to integrate the child's personality first.

Lay participation should be honest, willing, and sincere, not window dressing.

Lay participation should not be used to relieve a school administrator of his responsibility for making decisions.

We should be careful not to create lifelong distaste for things we want children to like by using them for punishment such as requiring pupils to memorize poetry for misbehaving in class.

Problem solving is the best means, and perhaps the only means, of professional improvement.

Professional growth is reflected only in the change of behavior.

If the ideas that teachers believe worth while cannot be carried out, there is little need to hear of them from experts.

We do not wait until there is a fire to organize a fire department; so we should not wait for a crisis in the instructional program before creating a favorable attitude toward instruction.

Good reporters are as eager to get good school stories as schools are to have them printed.

The superintendent's community and schools are the most wonderful laboratories in the world for professional growth.

\*Excerpted from *The Superintendent As Instructional Leader*, 1957 Yearbook of the American Association of School Administrators, Washington, D. C.

# The School Administrator and the Power Structure

B. J. CHANDLER

Associate Professor of Education, Northwestern University

A few years ago a nationally known businessman was discussing a potential deal with a man who is powerful in business and political circles in his state. The first gentleman was very interested in consummating a deal that would result in the purchase of certain of his products in large amounts by the state. The local businessman who was powerful in the state, mentioned that the support of a certain official was necessary for the success of the project. The immediate response of the businessman was "Who tells him what to do?"

"Who tells him what to do," is an important subject for the school administrator. A lot of talk is heard today about social policy, social engineering, local autonomy, and citizen participation in decision making. But decisions about school are influenced in fundamental ways by what has come to be known as the power structure.

## Components of the Power Structure

It's not an accident that some bond issues pass and others fail. An impersonal "fate" does not cause the approval of adequate school budgets in some communities and the disapproval in others. Such community decisions are caused. The causes may be obscure and complex. But the causes may be ferreted out by astute school administrators and board members.

Astuteness, as used here, refers to social sensitivity, insight, and analytical ability that enables one to comprehend social processes and their reaction to power and constellations of power. The first step toward understanding social processes is to identify the components

or elements of the power structure. Among the important components of the power structure are: power, public opinion, extra-community organizations, veto groups, and public relations.

## Power

Power, in a rather restricted sense, is the force necessary to command. The strength of power, it has been said, is "that strength which men think it their duty to lend it." The accuracy of this description of the strength of power is attested to by what happened to the Eighteenth Amendment to the Federal Constitution. A large number of people did not think it their duty to lend strength to the Eighteenth Amendment. The Amendment failed. A contemporary example is provided by the reaction of many people to the May, 1954, decision of the U. S. Supreme Court with regard to racial segregation in schools.

People sometimes think it their duty or in their best interests, enlightened or selfish, to lend power to certain men, programs, ideas, or social objectives. The successful school administrator is sensitive to what people in a community or state will lend power. He can identify and accurately assess the ingredients of power—fear, superstition, aspiration, ideals, traditions, knowledge, personal loyalties, friendship patterns, and so on. It is such motives or conditions that make the generation of power possible.

## Public Opinion

Public opinion is a social variable that sustains, reconstructs, or repudiates a power structure. In the words of Rousseau, "Opinion, queen of the world, is not subject to the power of kings.

They are themselves its first slaves." Public opinion can be manipulated. There is no inference that the school administrator should become a public opinion manipulator, if he could. But it is naïve and dangerous to assume that intuition of people or their need for education will motivate them to support good schools or to make wise decisions about their schools.

It's an observable fact that public opinion constantly changes in scope, direction, and intensity of expression. For an illustration, compare public opinion toward Japan and Germany in 1944 and 1958; or public opinion toward Russia in 1944 and 1958.

## Extra-Community Organizations

Extra-community organizations influence public opinion. An extra-community organization is one that operates under policy which is made outside the community. One well-known sociologist, Gidion Sjöberg, wrote recently: "Surprisingly enough, urban community research has given little recognition to the fundamental transition occurring in modern society, processes whereby the local community social organization have been relinquishing authority to the extra community structure." As examples of extra-community organizations, we have the Federal Government, the state government, business corporations, the military, labor unions, churches, the National Association of Manufacturers, the United States Chamber of Commerce, and many others. Oftentimes powerful individuals are oriented more toward unions or a church or business connections than toward the local community.

The influence of organizations or blocs may be seen in many cities with appointive schools boards. Labor, business, ethnic groups, racial groups, and so on, must be represented on the board.

The school administrator can react in five ways to typical community power structures such as "The Big House," the Oligarchy, and the Power Elite.

\*Based on a talk given in St. Louis, Mo., on February 24, 1958 at the convention of the American Association of School Administrators.



## An analysis of why some bond issues fail and some pass will lead the astute administrator to understand a community's power structure

Such representatives may or may not be the best people available for the job. It may or may not be to the best interests of the majority of the people to have blocs represented on the board.

It seems clear that it would be easy to put too much emphasis upon the social or the ecological structure of a community and thereby eliminate many significant facets of the power structure — those that are controlled and manipulated by individuals who are outside the local community, or even the state.

### Veto Groups

It is interesting to note that more than a thousand associations maintain an executive secretary in Washington. D. C. Sjöberg calls such associations extra-community organizations. David Riesman identifies them as veto groups. Speaking on a state or national scale, these veto groups tend to neutralize each other and produce an amorphous power structure. An amorphous power structure, says Riesman: "Encourages the inside dopest who can unravel personal linkages and discourages the enthusiast or indignant who wants to instill the good and fend off the evil. Probably most of all, it encourages the new style indifferent who feels and is often told that his and everyone else's affairs are in the hands of experts and that laymen, though they should participate, should not really be too inquisitive or aroused."

This technique works particularly well in large urban and suburban localities — the expert is expected to handle everyone else's affairs. This observation is backed up by a study done by the Midwest Administration Center of the Cooperative Program in Educational Administration. The researcher, Mary P. Endres, reported that: "When those communities where the superintendent had rated citizen participation as extensive and effective were compared with those where participation had been rated as ineffective or even detrimental, there was no appreciable difference in the actual participation as viewed by parents."

### Public Relations

One other aspect of the power structure should be mentioned. That subject, for want of a better term, is called public relations. The new and intensive emphasis upon public relations has brought about many changes, some even in our language. Even ten years ago

such terms as "brainwashing," "depth interview," "mass persuasion," "depth prober," and "hidden persuader" were not generally used or understood as they are today.

Public relations has as its objective the creation of consent. And as Walter Lippmann pointed out in 1930: "The creation of consent is not a new art. It is a very old one which was supposed to have died out with the appearance of democracy. But it did not. It has, in fact, improved enormously in technique because it is now based on analysis rather than rule-of-thumb. And so, as a result of psychological research, coupled with modern means of communication, the practice of democracy has turned a corner. A revolution is taking place infinitely more significant than any shifting of economic power."

The function of public relations today has achieved a new eminence in the United States. Not that this is a new formalized activity; it dates back to the Renaissance. It is said that Napoleon had his Bureau of Public Opinion. But the modern public relations man has repudiated crass and calloused manipulation in favor of interpretation and leadership. However, it is important to remind ourselves that expediency and sound progress are easily confused. The educational leader dares to interpret and lead.

### Types of Power Structures

What are some typical types of power structures? Discussion could focus at this point upon the so-called national power structure which C. Wright Mills says is made up of big politics, big business, big labor, and big military.

There are at least three discernible types of power structures in local communities. These might be called the "Big House," the Oligarchy, and the Power Elite.

The Big House might be more appropriately termed "bossism." One man — he may be a mayor, a judge, or he may not even be an official — makes the important decisions. The city father is usually a benevolent despot. Every administrator who has experienced the bossism type of power structure knows that the bond issue, the school budget, plans for new school buildings, and similar matters, must be cleared with the boss.

A second type of power structure is the Oligarchy. This type of power struc-

ture denotes a small group of men, a half dozen to 10 or 12, who makes the decisions of consequence. This structure is naturally more difficult to analyze than the Big House type.

The Power Elite type of structure is extremely difficult to analyze. Top leaders are seldom active members of organizations or associations. They remain hidden from view. Floyd Hunter reported in the book, *Community Power Structure*, that one powerful person in Regional City explained as follows: "I don't have time for that kind of work (associational activities). There are usually two or three listening posts, people who can keep me in touch with things." Hunter goes on to say that "the less powerful understructure associational personnel may scramble (in a dignified way, of course) for the top position."

The Power Elite may derive their control from politics (democratic or republican party), from church affiliation, from an economic bloc, such as labor or business, from ethnic allegiances, or from an uneasy, fluid alliance between two or more of these groups. This is usually the case in larger communities and cities.

Prudence dictates that this article terminate at this point. But adventure suggests, "try to answer the question: How do school administrators react to the power structure?" Observation and educational literature indicate there are five types of administrators with reference to the power structure and their reaction to it:

1. *The Bumpkin* — the power structure doesn't bother him until he is dismissed.

2. *The Chameleon* — he is safe as long as he is perceptive enough to pick a winner.

3. *The Crusader* — his ambition is to singlehandedly remake the power structure, usually in his own image.

4. *The Manipulator* — he seeks power as an end but not as a means. And as Bertrand Russell has said, "Love of power, like lust, is such a strong motive that it influences most men's action more than they think it should."

5. *The Leader* — the reaction we like to think is typical of all our school superintendents is that of leadership. The leader understands the components and workings of the community power structure. He utilizes power as a means so that the end of a constantly improving educational program may be achieved. ■



# In-Service Teacher Television

How one series of television programs  
contributes to the professional growth of teachers —

## DONALD G. TARBET

Associate Professor of Education and WUNC-TV Program Co-ordinator  
University of North Carolina, Chapel Hill, N. C.

The in-service education program in a school is a recognized responsibility of the administrator. These programs vary in quality from school to school. In some, the programs are thorough and render a definite contribution to the staff. On the other hand, there are instances where this phase of the supervisory program is not as well developed as it should be.

Television, too, varies greatly in its effective use by school systems. Some schools, such as those in the North Carolina experiment, Hagerstown, Md., and Norfolk, Va., provide direct teaching services by means of television. These schools are co-operating with the Fund for the Advancement of Education in the direct teaching experiments. Many students are reached in this way. An interesting sidelight to this program is that administrators often point to the superior teaching of the studio teachers and state that it contributes to better teaching on the part of others. In other words, this is a case of in-service education involving demonstration teaching. Of course, it must be recognized that materials and resources are available to these teachers which are not always available to the regular classroom teacher.

Since coming on the air in January, 1955, WUNC-TV has carried a series of programs designed for the enrichment of the curriculum of schools. These have been sponsored jointly by WUNC-TV and the schools of education at the three divisions of the Consolidated University of North Carolina. These have included such areas as science, health and physical education, vocational guid-

ance, music, geography, and sections dealing with art, literature, and hobbies.

It was agreed that help in planning the programs should come from the administrators, supervisors, and teachers of the schools as well as the staff of the school of education and the State department of public instruction. Suggestions were made with regard to membership on such a committee. President William C. Friday, of the Consolidated University of North Carolina, appointed the committee which consisted of 21 members including the directors of the three studios who serve as consultants. This committee is known as the Television Advisory Program-

ming Council for School-Related Programs. Meetings were held during the year of 1956-57 and are continuing this year. The writer of this article serves as chairman of the committee as well as program co-ordinator of the in-school and in-service education programs.

### In-Service Teacher TV

The new TV series for in-service teacher training, *Methods for Modern Teachers*, was a result of this planning. It is being presented every Wednesday afternoon from 3:30-4:00. The time and day of the week were selected as being most appropriate for teachers meetings. The school day in North Carolina nor-



A group of teachers in North Carolina watching one program in WUNC-TV's in-service teacher training series, *Methods for Modern Teachers*.



Just as with classroom instruction, televised programming is not complete in itself, but "it is a means of bringing a specialist to the large number of teachers' meetings at one time."

mally ends by 3:30. It is reported that faculties of schools meet in central viewing rooms and watch the programs. This is followed by a discussion period conducted by the principal or supervisor.

The topics selected vary greatly but were determined by agreement with regard to needs for in-service education and the availability of program participants. In most cases a series was planned in a particular area. Where more than one program was listed, it was planned to cover various areas or levels of work. The following areas are being covered in the 1957-58 series: health and physical education, audio-visual aids and their use, science, children's literature, language arts, music, use of the school library, social studies, art, mathematics, speech correction, and records and reports.

The variety of programs in the series is illustrated by those dealing with health and physical education: (1) general, (2) health screening of students, primary grades, (3) correlation of physical education with social studies, language arts, and arithmetic, (4) upper grades, (5) general approach to indoor activities, (6) rhythms, and (7) play days—activities and plans for organization. Other areas have been divided in a similar manner. The science series included: (1) science—primary grades, (2) science—middle grades, and (3) science—upper grades and high school.

The TV personalities presenting the programs were suggested by the planning group. They include staff members of the school of education, state department of public instruction personnel, administrators, supervisors, and teachers from the public schools, visiting staff members from other institutions of higher education, and various specialists outside the fields of formal education. As there is no remuneration for these services, those who participate do so because of an interest in this type of

work. Technical assistance is given by staff members of station WUNC-TV and the actual details of programming are worked out in conferences between the participants and the directors of the programs.

The matter of securing time on the air was not a problem as WUNC-TV is the educational television station of the Consolidated University of North Carolina. This type of program might be more difficult to schedule on a commercial station but it could be carried under the provisions for public service which provides a certain amount of time per week for such programs.

#### Viewer Reaction

The reaction to these programs has been very good. Reports from school administrators indicate that many are using these programs as a vital part of their in-service education programs. One superintendent of schools reported that as many as 110 of his teachers viewed the programs at one time. As the programs are largely in the area of elementary education this year the entire elementary school staff viewed practically all of the programs. One principal reported that the TV teacher that day was the guest speaker for their city-wide A. C. E. Meeting. Other administrators report that they use the programs with smaller groups of teachers interested in a specific area. Numerous requests are received for additional materials, including study guides, lists of references, etc.

Plans are now being made to expand the programs next year. Some feel that there should be more programs dealing with secondary school areas. Suggestions have been made for orientation programs dealing with the philosophy and curriculum of the entire school. The area of recording and reporting could be covered more thoroughly and emphasis could be given to the area of testing programs and guidance services.

*Methods for Modern Teachers* is one of the first, if not the first, series of programs dealing with in-service education of teachers. The author has been unable to find other instances of this use of TV with the exception of certain orientation programs in a single city system. At the present time this program reaches schools in a radius of approximately 80 miles.

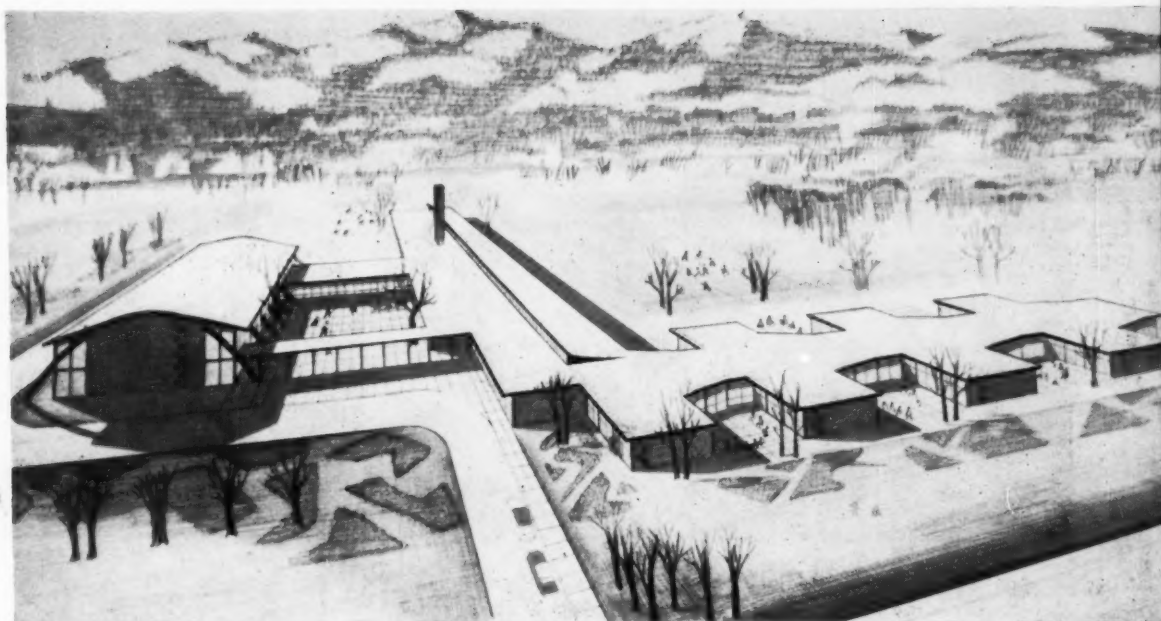
Some suggestions may be drawn from the experiences of those who work with these programs. In the first place, it is desirable to plan the problems carefully. The topics selected must be topics of interest to enough teachers to make the presentation worthwhile. Of course, there may always be the special program designed for the "splinter" audience—the small group interested in a specific problem. However, these are the exception. The programs should be planned by representative groups, including administrators, supervisors, and teachers, with the help of other resource personnel, such as State department of public instruction personnel, school of education staff members, and, of course, with the technical help of directors of the studios.

#### Viewing Time and Facilities

The actual time of presentation should be selected carefully in order that it will be most convenient for the majority of the faculty members. A time soon after the end of the school day has been considered desirable. However, if faculty meetings are held during the school day or in the evenings, this factor should be considered. The viewing facilities should be entirely satisfactory. It is not necessary to use a completely darkened room. Actually, TV viewing is better in a room that has some light as the contrast between light and dark is not so extreme. If large groups use a single room, there should be several sets. The most common arrangement seems to be the use of 21 in. sets rather than a single large unit.

Discussion should follow the presentation. The administrator may lead this discussion or a teacher may have been chosen to conduct this phase of the program. If questions are raised which cannot be answered, opportunities should be provided for sending these to the studio where they will be answered either on the following program or by correspondence.

While this type of in-service education program is not complete in itself, it is a means of bringing a specialist to a large number of teachers' meetings at one time, sharing the resources of the field of education. In-service education programs can contribute much to the professional growth of teachers. This is the aim of the TV series, *Methods for Modern Teachers*. ■



Novel in design,  
economical in construction materials —

## *The Chiloquin Elementary School*

### **CARROL HOWE**

Superintendent, Klamath County,  
Ore., Schools

The town of Chiloquin grew on the site of an ancient Indian village at the confluence of the Williamson and Sprague Rivers in Klamath County, Oregon. The 30-acre school site is bounded on one side by the Sprague River which forms the source of irrigation water for the lawns and fields at the school.

The unique historical background of the

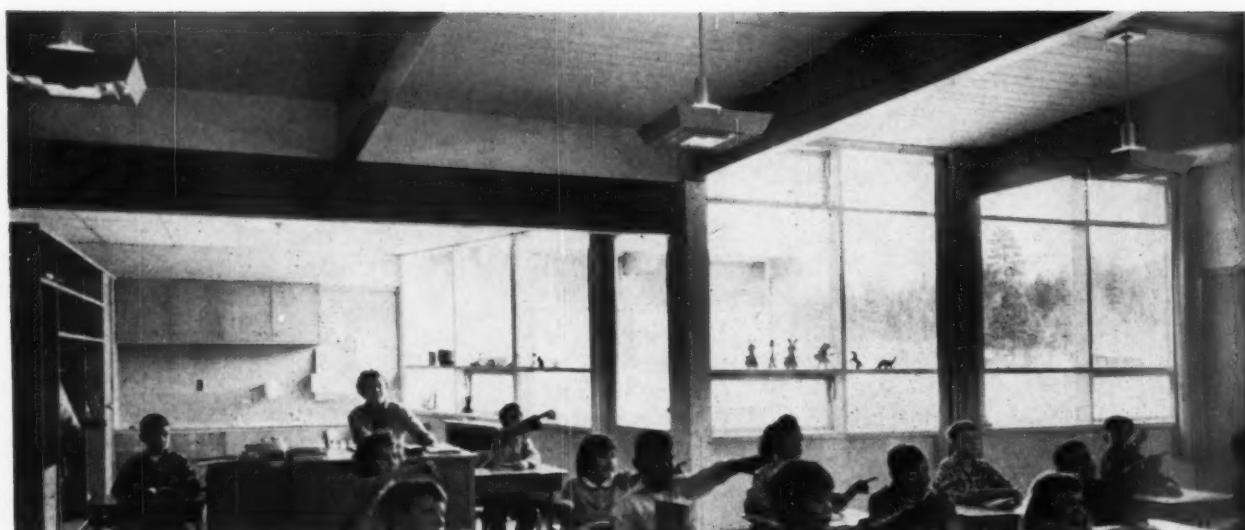
community made it seem important to have the building reflect the community background. The discussions between architects and school administration led to bringing the children into the design of the building. The result was an art project for the students in creative Indian design. Both Indian and non-Indian students entered enthusiastically into the project. After the designs were taken from the student papers, they were glazed on flat 12 by 12-in. clay tile to be inserted in the brick veneer of the exterior walls.

### **Classroom Shape**

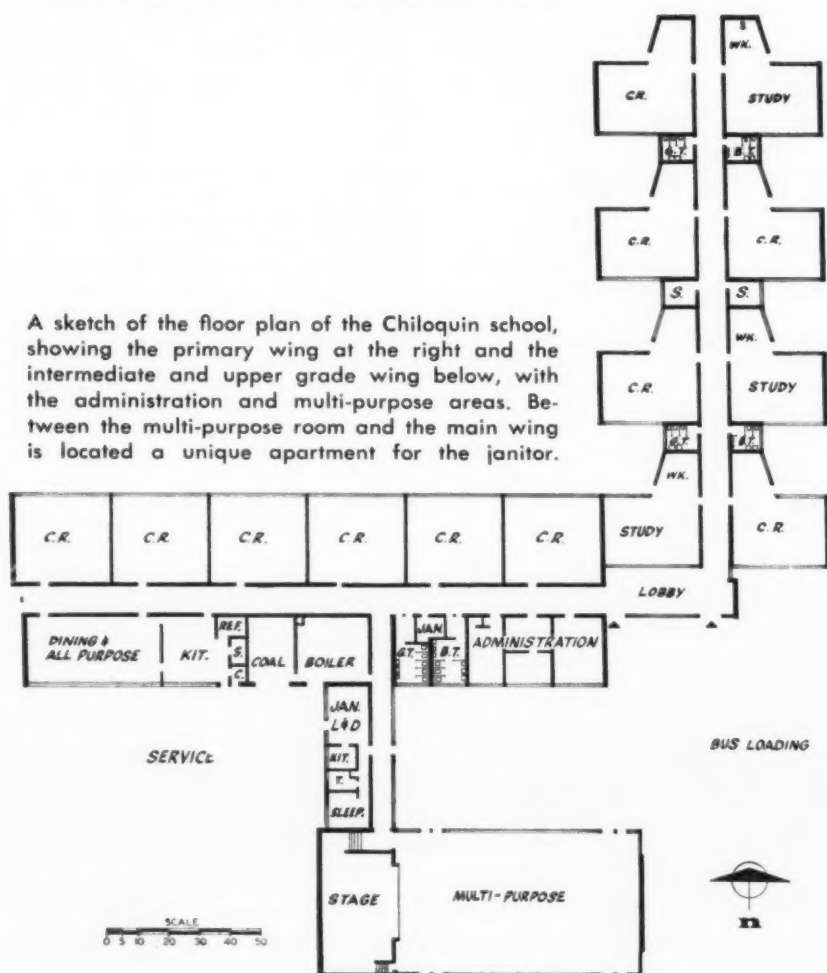
The "L"-shaped rooms in the primary



An exterior view of the side of the Chiloquin elementary school, Klamath County, Ore., illustrating the "L"-shaped rooms in the primary wing. Architects were Morrison and Howard, Klamath Falls, Ore.



A view of one of the primary classrooms; behind the teacher is the laboratory work space and work-play cove. The outside door and glazed wall behind the classroom area proper allows sunlight into the classroom without having glare on desks.



A sketch of the floor plan of the Chiloquin school, showing the primary wing at the right and the intermediate and upper grade wing below, with the administration and multi-purpose areas. Between the multi-purpose room and the main wing is located a unique apartment for the janitor.

wing were developed by the architects after they had spent some time discussing the instructional problems with teachers. The teachers felt that, while it was undesirable to have sunlight on the desk surfaces, some sunlight in a schoolroom created a cheerful atmosphere. They also wanted laboratory work space for science and art projects. Some teachers wanted a more residential or "homey" feeling in the classrooms to act as a transition room from the preschool period to the more formal school situation. The outside door to the work-play cove and the low ceiling both contribute to this feeling.

The walls in the "L"-shaped rooms are set at such an angle as to make supervision easier both outside and inside each classroom. Walls and glass on adjacent rooms are so designed that the audio disturbance and visual attraction does not disturb the children.

The darkening drapes between the beams in the main rooms are located so that the laboratory area can be curtained off. Every room is provided with a sink and storage cabinets, the cloaking areas masked from the room by a combination bulletin board and library shelf.

Each room has a library corner, but no central library was planned for the building due to the fact that the schools in the district are serviced by a library van from the central county library.

Experience has shown that most elementary school plays or programs involve large numbers of youngsters. For this reason, no dressing rooms were built for the stage. Instead, access was made to the stage in order that children could dress in their homerooms and enter the stage with-



Typical classroom in the upper-grade wing. Clerestory bi-lateral lighting is illustrated at upper left of view. Classroom walls are plywood panelling with vinyl tile floors. Beams are fabricated so that their curve will reflect light toward dark side of the room.



out being observed from the auditorium. The stage space saved by the elimination of dressing rooms can be utilized for tumbling, dancing, or other physical activity. Acoustical panels are placed in the walls of the gymnasium for the improvement of sound conditions. Chairs are stored on carts under the stage.

The Chiloquin subdistrict is part of the Klamath County unit system, a school district embracing an area of about 6000 square miles and enrolling about 5800 pupils. The Klamath County school board, made up of William Burnett, Bonanza; Elmer Lemler, Merrill; Don Colwell, Fairhaven District; Ray Garrison, suburban Klamath Falls; Leroy Gienger, Chiloquin, approved one of several preliminary plans made by the architectural firm of Morrison & Howard, and also approved working drawings before bids were called. The U. S.

Department of Interior, Bureau of Indian Affairs, was also consulted during the planning and construction of the building through the offices of Edward A. Poynton in Albuquerque, N. Mex., and Don C. Foster in Portland, Ore. Following the completion of the school building a clinical session with Morrison was held in the new school where board members expressed opinions regarding structure materials and costs in order to lay the groundwork for future buildings now planned by the district. The cost estimates of the architect and constructive ideas of the board proved invaluable to administration and architect for starting future plans.

#### Construction Features

The architects planned the structural features of the building with a view toward economy of operation as well as construc-

tion. Asbestos vinyl-tile floors in the classrooms and ceramic tile on the floors and walls of the lavatories aim toward low maintenance. The radiant heating system, while possibly more expensive to install, operates with real economy when fired by stoker coal. An insulating layer of pumice concrete under the concrete floor conserves heat.

Structural economy was attained by using laminated wooden beams to support a 2 by 4-in., tongue-and-groove roof. Rigid exterior insulation on the 2 by 4's is covered by a regular five-ply roof.

#### The Costs

The total contract of building was \$285,480. With an area of 27,800 sq. ft., the cost per square foot was \$10.15. The total cost per pupil (360-pupil capacity) was \$865. ■



Two views of the Chiloquin auditorium-gymnasium which has plywood panelled walls with wire glass windows and acoustical tile ceilings. The room measures 80 by 48 with a 24 by 48 stage; seating capacity for gymnasium purposes is 360.



**A striking solution to the complex problems involved in a combination (grades 5 to 12) elementary school and a full-fledged high school . . .**

No classroom in the small rural high school should be an "ordinary" classroom. This is the theme of the educational planning behind Mt. Everett Regional School, operated in Sheffield, Mass., by the Southern Berkshire Regional School District.

Architect Warren H. Ashley of West Hartford, Conn., believed that the small school program may be severely restricted if too many of the classrooms are so-called "typical" rooms. Thus, all of the 14 high school classrooms at Mt. Everett are designed to make a maximum specialized contribution to a full instructional program. These classrooms are not filled with

type of secondary school curriculum which is available in larger high schools.

#### **Social Areas**

Mt. Everett, furthermore, has been designed to meet the comprehensive social responsibilities which fall upon the regional school. The school draws its students from the towns of Alford, Egremont, Monterey, New Marlborough, and Sheffield. Nearly all students travel to classes by school bus. They spend their full day here, distant from shopping areas, libraries, and other facilities which might be found near urban or suburban schools. Because of this, the large entrance lobby

## *The Mt. Everett*

"frills," a fact which is clear in the total construction costs. They can be used for general curriculum purposes, but they also offer the form and the facilities for the

was planned and furnished to double as a student lounge. The adjacent cafeteria, which seats 160 persons, can also be opened up to supplement the lounge as



An architect's perspective of the Southern Berkshire district's Mt. Everett regional school in Sheffield, Mass. Architect for the school was Warren H. Ashley, West Hartford, Conn. District superintendent is W. A. Downie.

Principal center of interest is the school's library, which is located at a corridor crossroads of students traffic to attract maximum interest.



— Photographs by Joseph W. Moliter

## Regional School

a large lobby and social area for evening events in the auditorium-gymnasium.

The library is given maximum importance as a center of interest. Placed at one of the main entrances to the school, its displays and its unusually fine facilities are readily accessible at a crossroads of student movement.

The compact classroom arrangement has unusual breadth. The language arts laboratory, for instance, includes a 26 by 12 ft. platform stage for dramatic selections and speaking assignments which can enrich the program of English instruction. The business laboratory offers full facilities in a single room, with areas for typewriting and business machine instruction divided by a storage wall. The two science laboratories, one for advanced and one for general classes, have a common preparations room and a darkroom between them. Other classrooms are especially equipped for full use in foreign languages, mathematics, and social studies.

### Display Areas

Mt. Everett offers one answer to the problem of how educational values can be "sold" to the students themselves. Each of the classrooms shows off its work to the whole school. Large display cases are provided at the entrance to every room. They include the unusual wall aquarium in the general science room, which is also visible on the corridor side to passing students. The arts and crafts room has its own small "art gallery" adjacent to the main corridor and the family living area. Each



The language arts laboratory at Mt. Everett includes an ample platform stage for student readings and dramatic selections (above). Below is a view of one of the science laboratories which has tables placed at the perimeter of the room allowing for placing of desks in the central area.



of these educational showcases can help to stimulate student curiosity and contact with knowledge in every field covered by the curriculum.

A four-room wing houses pupils of Grades 5 through 8 in relative separation from senior high school classes. All major facilities of the school, however, are within easy reach of these rooms.

The familiar difficulties of the auditorium-gymnasium combination were overcome here by an unusual plan. The 1200-sq. ft. stage is set at the side of the gymnasium area, rather than at the end. This allows for the use of a folding door to enclose only half the gymnasium area as an auditorium. This arrangement achieves better results in acoustics, lighting, and general comfort.

The separate shop unit has an area of 4650 sq. ft. This building houses outstanding facilities in all phases of industrial arts, and it includes also a special agricultural science laboratory and classroom. Placement of this unit minimizes the noise interference with other classes, and allows for attention to industrial design as well as mechanical skills.

The comprehensive facilities of the school also include a student publications office, a health suite, guidance and confer-

ence rooms, and ample administrative offices and teachers' rooms.

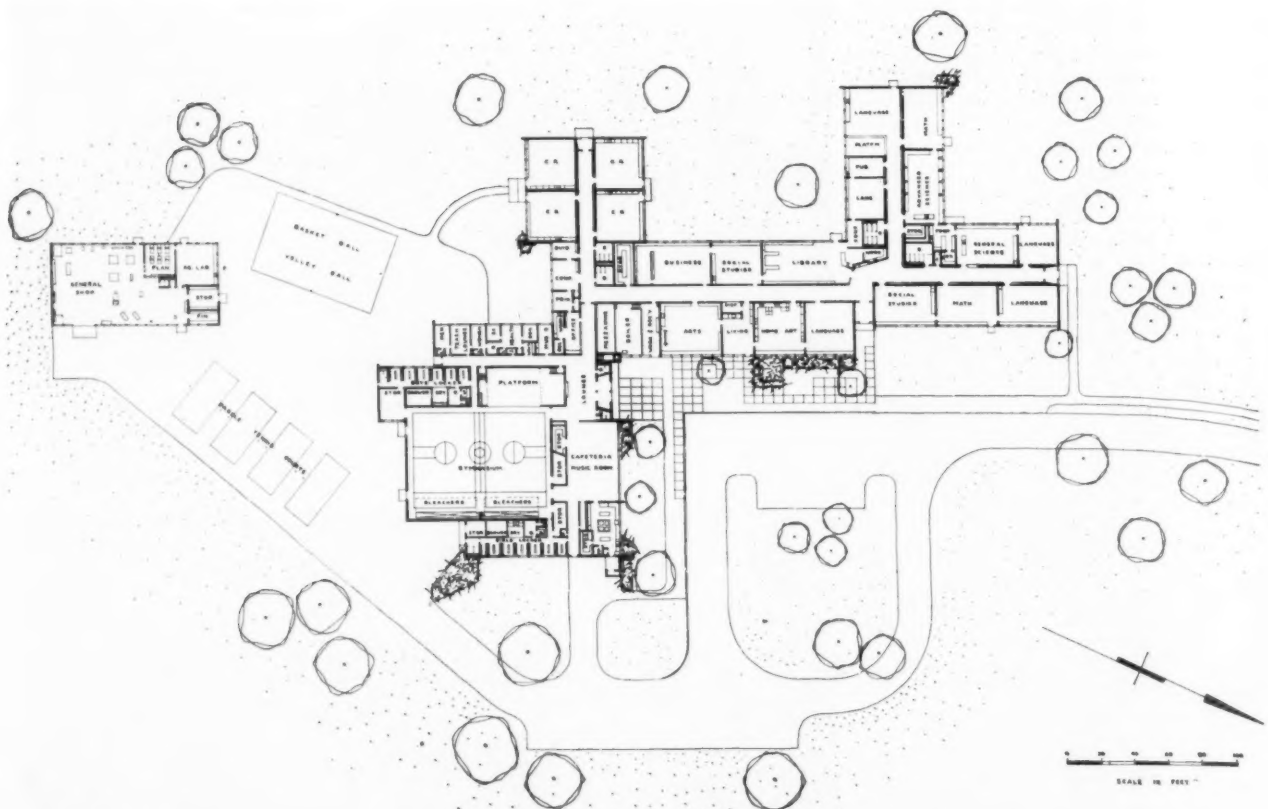
#### The Costs

Mt. Everett was completed at a total

cost, including site, all fees, and equipment, of \$895,000. Construction cost, at \$14.90 a square foot, was \$779,466. Total cost for each of the 500 students was \$1,790.



A full window wall gives the cafeteria a bright and open effect. The room, which is located adjacent to the lobby-lounge and can be opened up to supplement social areas, seats up to 160 persons.



The compact room arrangement of the Mt. Everett school, showing the four-classroom elementary (grades five and six) cluster and the junior and senior high school "wings" with their specialized classrooms. At the far left is the general shop building separate from the main plant to minimize noise interference with other classes.



# Proper Educational Planning Can Help Reduce School Plant Costs

HAROLD W. BOLES

Educational Consultant, Newark, Ohio

2.

The reduction of construction costs for school plants is insignificant and even harmful if children suffer as a result of lowered costs. Children are likely to suffer educationally unless proper educational planning is undertaken and accomplished prior to the start of new building construction.

Administrators and architects responsible for recent low-cost construction<sup>1</sup> said that the following points are ways to reduce costs without having the educational program or the educatees suffer. Suggestions are listed in the order of their importance to 86 respondents in 34 states.

1. *Keep noninstructional spaces to a minimum.* Spacious corridors, panoramic lobbies, king-sized storerooms, offices for all teachers, etc., are fine, but education

can go on without them — and seldom goes on within them. Probably no school can be considered really efficient unless at least 55 per cent of its gross floor area lies within the walls of the actual teaching stations.

2. *Do not build any facilities which will be unused.* Most people today believe in co-operative planning of new school facilities which involves many persons, but in using this kind of planning care must be exercised that the building plan does not wind up with vacant areas which are mausoleums for dreams of *ex-teachers*. Even a fondly conceived departmental library may hold only dust and memories if library facilities are later centralized. Many new high schools built to replace obsolete buildings blindly duplicate the facilities of the old with no look at new needs. Some communities build study halls and then switch to a five- or six-period day in which study halls are not necessary.

3. *Size your school for actual needs. Do not overbuild.* A kitchen or an auditorium built for 1000 pupils can look mighty extravagant if the school population never goes over 700. Even the construction of classrooms is wasteful if the rooms are never used, and this situation sometimes occurs when people *assume* that their community is growing at the same rate as others around them. There is no substitute for a carefully done enrollment projection when you are planning new construction.

4. *Provide adequate storage facilities so that educational space will not be hampered by improperly stored or unstored materials.* Providing roomy teaching stations accomplishes little toward the improvement of instruction if those roomy teaching stations are then cluttered with pupils' coats and hats, teaching materials, instructional devices, supplies, books, etc. All those items must have storage designed for them where they can be gotten out of the way

<sup>1</sup>See "What the Administration Can Do to Reduce School Plant Costs," AMERICAN SCHOOL BOARD JOURNAL, May, 1958, pp. 52-54.

## Sources of School Building Economy

This series of eight articles offers a comprehensive inventory of ways to obtain maximum mileage from school building funds. The basic suggestions for school building economy were analyzed by a panel of experts in school plant design and construction for true economy — economy that lowers costs without diminishing educational values of

the building — then rated for *proven worth* by recognized builders of 86 "low-cost" schools in 34 states.

This article considers how effective educational planning can help avoid unnecessary school construction expenditures. Other articles in the series include:

1. What the Administration Can Do to Reduce School Building Costs (May, 1958, SCHOOL BOARD JOURNAL, pp. 52-54)
3. The Right Architect Can Save You Money
4. How to Save Money on Sites and Site Development
5. Equipment Is Important to Economy
6. Some Construction Methods Cost Less Than Others
7. Materials Used Can Vary Costs
8. Insist on Economical Engineering, Too

(When the series is concluded, reprints of all the articles will be made available to you at minimum costs for study and reference.)

if the "instructional area" is to be what its name implies.

5. *Try to have the ratio of instructional area to gross area at least 55 : 100.* Experience indicates that this takes more than a bit of doing. Some schoolmen try to cheat by including such things as administrative space and cafeteria dining room in "instructional area," justifying this on the grounds that those areas contribute to the education of boys and girls. We do not quarrel with that contention, nor do we attempt to refute it. However, we define "instructional area" as referred to here by the tentative definition of the Z-65 Committee on Building Areas of the American Standards Association. That definition says instructional area includes:

a) Classrooms designed for and adapted to accommodate (and used regularly for) *scheduled* group instruction, and including the so-called "regular" classrooms, special use laboratories and shops; but excluding such rooms as auditorium, lunchrooms, libraries, and gymnasiums used less than one-half time for instruction. Storage and other service areas opening into and serving as an adjunct to a particular classroom should be considered a part of that classroom area.

b) Other instruction areas such as libraries, research laboratories, museums, instructors' offices, multipurpose rooms *used primarily for instruction* and any auditorium or gymnasium *used principally for instruction* (italics are those of the present writer).

If this definition is strictly adhered to, the educational specifications prepared for the architect must be meticulously pruned and tailored to achieve a 55 : 100 ratio.

6. *Provide the architect with complete educational specifications.* Many architects won't want them, some won't know how to use them, and few persons know how to prepare them properly, but they are essential if any new construction is to fit the educational aims of your community. In many cases where staff and patrons are disappointed with new school buildings, adequate educational specifications were not provided for the architect. Even if you have the best architect in the world and he is a school specialist, don't allow him to do your educational planning for you. That is like allowing your school superintendent to design the building! It is appalling to find many schools, even today, in which the building is planned *before* the curriculum, and the building then dictates the program.

7. *Have many school staff persons participate in preparing educational specifications.* In this, as in most other fields of human endeavor, the democratic way is seldom as expeditious as the autocratic way—but it is more likely to be right. If we honestly believe in the worth of the individual (and we shouldn't be teaching it if we don't), we must believe that *everyone* has something to contribute to over-all educational planning.

8. *Make utilization studies of existing facilities before planning new facilities.* If

educational specifications and utilization studies are carefully prepared, it is possible that there will be certain educational needs that can be met by existing facilities, thus decreasing the need for new construction. Many superintendents and school boards have been pleasantly surprised to learn that they could accommodate more students in existing buildings by making greater use of the facilities they already had.

9. *Consider having many classrooms entirely or largely self-contained.* As a general rule, it seems that the greater the degree of departmentalization, the greater the building needs. Of course, your needs will be dependent upon a thorough curriculum study, and we assume that such a study will be made before any new construction is considered. The suggestion here probably applies most of all at the junior high school level where it has been convincingly demonstrated that the "self-contained classroom," the "block of time" program, and the "core curriculum" all tend to necessitate less building, in addition to being better for adolescent boys and girls, than in highly departmentalized work.

10. *Do not allow any one area to be "overbuilt" at the expense of others.* Science probably has been slighted in both school plant and curriculum in many places in the past, but we could easily go overboard in the other direction now unless we view the situation dispassionately. No successful formula has ever been found for relating building or floor area needed to *subject taught*, but we have all seen schools where the music department dominated the entire building or perhaps another where it was tacked on seemingly as an afterthought. A few have basketball "palaces" and classroom "hovels." The only reliable guide is to determine (a) what is to be taught and (b) how much area is necessary to teach it well. Community use is justifiable and to be encouraged, but such use should be secondary in consideration to instructional use.

11. *Modernize your over-all educational program before writing educational specifications for a new building.* Unless this is done, you will provide only for perpetuating your present program—not for improving it. Modernizing an educational program should consist of something more than adding a few courses here and deleting a few courses there, but often no more than that is done.

12. *Plan to make use of some outdoor learning areas.* If there is something out there that can be of help in teaching, you can bet it won't be enhanced by putting a roof over it! Roofs cost money, and reproducing indoors those conditions found in nature is expensive.

13. *Do not duplicate facilities which might be provided in an existing building nearby, even if that building is in another district.* Perhaps a tuition agreement or a consolidation with a neighboring district

may result not only in a saving of tax dollars, but even in improved education for boys and girls, because of the wider offerings and better instruction they may then have available.

14. *Have a school survey made.* This is as close as you can come to fulfilling the poet's wish that "Oh, would some Power the giftie give us, To see ourselves as others see us." You can tell better where you are going if you know the point from which you are starting. Some of the agencies which have made satisfactory and successful school surveys are: school and/or community groups, state departments of education, university agencies, superintendents of schools, and commercial consultant agencies.

15. *Consider merging with neighboring districts having problems similar to yours.* Local autonomy is fine, and a thing to be valued—unless it is bought at the expense of boys and girls. Many consolidations are opposed by persons who really know that their boys and girls would have greater advantages in the new scheme, but who oppose change *per se*.

16. *Employ a competent educational consultant.* He can offer you essentially two things which you probably will not have otherwise.

a) He is excellent liaison between you in education and your architect. He improves communication by serving as interpreter, because he knows both "languages."

b) He brings a wealth of experiences to serve as resource material for you. You or your superintendent may have been involved in three or four building programs. Many consultants will have been involved in dozens or scores of such programs. They will have the benefit of having seen problems similar to yours solved in many different ways.

17. *Use covered play porches in lieu of special indoor play area.* This proposal has its limitations, as do most of the others, but if climate and conditions permit, it is undoubtedly less costly and more healthy to have children play outdoors. Note that the suggestion says "in lieu of," not "in addition to."

18. *Integrate your planning of school facilities with the planning of civic agencies which will help share the cost, thus reducing duplication of facilities.* It makes no sense for school playgrounds (usually inadequately sized and equipped) to stand idle during summer months while city playgrounds (usually inadequately sized and equipped) are used only at that time. One can hardly censure taxpayers for objecting to paying for a new school gymnasium and a new city recreation center if neither is fully used. The same is true for auditoriums, swimming pools, and similar facilities. It is an excellent idea to keep schools and government separate at the policy level, but the separation need not necessarily carry down to the physical plant level. ■

## AUDIO-VISUAL EDUCATION

# Booking A-V Films By Machine

HERBERT POPENOE

Director, Administrative Services Branch  
Los Angeles, Calif., schools

The Los Angeles Calif., city schools first made application of punch-card techniques to school problems in 1924, with a monthly rental for equipment of \$12. Today, our rental for half a dozen different installations is about \$15,000 a month. One of our most profitable uses has been the punch-card booking of films and various other audio-visual services. More than a 1000 films are shipped daily to 500 schools, and an equal number returned.

Nine years ago a staff of eight bookers and one typist was required to process the distribution and return of less than 100,000 films distributed. Then we changed to punch-card procedures which requires only three persons to operate the machines, and at present we are booking twice as many films as we did in 1950. Because of the machines, we have been able to absorb this increase without any additional personnel. Our operators also keep a running inventory of films, and take a physical inventory once each year.

### Equipment Involved

Our punch-card equipment for this specialized function involves the following: a key punch, which prepares the basic data for punch-card procedures; an interpreter, which types the punched information to the top of the card; a sorter, which permits the classification of cards into desired categories; a collator, which checks cards against master decks; a reproducer, which supplies as many additional decks of identical cards as may be needed; and an accounting machine (tabulator) which produces shipping orders, typed reports and totals. The monthly rental for this equipment is \$640.

Master cards are punched and maintained for each film in the library. Each school is provided with order cards reproduced from the master cards for films available to the grade levels within that school. The schools order films by sending in these reproduced cards which show school name, catalog number, name of film, and other pertinent data. First and alternate choices are indicated. When the order cards are received, they are matched with the master inventory cards to determine availability of the films requested. If the film is available, the order cards are used to print confirmation sheets, and shipping orders, and to tabulate various listings and statistics. The secondary school order cards

A basic machine in the Los Angeles audio-visual services branches is the key punch which transfers alphabetic or numeric data to cards and the plugboards.

are replaced monthly, and the elementary school cards each semester.

The audio-visual section controls the circulation of 25,000 films involving 2700 different titles with variable numbers of copies of the various titles. The number of films in circulation to each individual school is determined by the enrollment of that school, and by the number of films available in the different categories. Each morning the machines print a report of all films that have not been returned on time, and of all films that have been damaged in use at any school. This keeps track of overdue films and of needed repairs or replacements.

### Additional Advantages

Punch-card machines give us a number of added resources which were not available under handbooking procedures. The machines print envelopes for enclosures and address labels for all departments of the audio-visual, library, and textbook sections. This is a labor-saving device that replaces many hours of individual typing, and needs no checking of proofreading. The machines also prepare master copies for offset presses of a textbook price list which is distributed to all secondary schools.

While the experience of the Los Angeles schools indicates that a fairly large daily distribution might be desirable in order to justify the installation of punch-card procedures, it appears evident from our experience that such procedures are time-saving, self-checking, and demonstrably effective in their results. When consideration is given to some of the auxiliary functions which such an installation provides to other related activities, it appears probable that a school system even of moderate size, might find it profitable to consider the use of punch-card procedures for the booking of films and other audio-visual aids, and for related assistance when the machines are not directly required for their primary purposes. ■



Latest federal aid developments —

# Legislative Alternatives

ELAINE EXTON

As the second session of the 85th Congress began the fifth month of its existence, Senator H. Alexander Smith (R., N. J.) concerned that consideration of economic legislation and "the success of our missilemen in evening the score with the Russians" by placing earth satellites in orbit was deflecting Congressional attention from education problems, warned, "It is time to get moving again on education legislation."

### CONTRASTING APPROACHES

A serious impediment to progress lies in the prevailing uncertainty as to what action the Federal Government should take to strengthen the nation's educational system to meet the challenges of our day. Three approaches have received major emphasis in recent hearings before the House Committee on Education and Labor and the Senate Committee on Labor and Public Welfare which have jurisdiction over measures directly pertaining to education.

These are namely:

1. A short-term, national-security-related measure stressing science, mathematics, and foreign language training and a testing program emphasizing early identification of able students.
2. Legislation providing some form of financial aid for a limited number of capable students to continue their education at college undergraduate and graduate levels.
3. Federal assistance in meeting some of the more fundamental problems facing public elementary and secondary schools, including financial support for school construction, teachers' salaries, or both.

### Need for Grass-Roots Support

The longer the hearings on education legislation continued, the less of a consensus there seemed to be on the part of lay and professional witnesses and Congressmen as to which course would best serve the national interest. Although Congress senses that the American people want something done to provide additional funds for education, there is still considerable doubt as to what form any federal aid will take.

Considerable opinion exists that some type of college scholarship program would

be a productive road to follow, but there is as yet no clear mandate as to what the American people want Congress to do to strengthen education at the elementary and secondary school levels.

### Short-Term Science-Aid Proposals

The first plan to be offered at the current session of Congress was emergency legislation largely designed to strengthen science, mathematics, and foreign-language instruction submitted, as Administration spokesmen repeatedly emphasized, because "we feel this program has higher priority in view of the present situation" and will help to correct "certain deficiencies we think exist and which we think it is to the national interest to try to correct," i.e., an alleged imbalance in the academic curriculum of public schools which has tended to submerge the sciences.

The Administration's education proposals which are embodied in Senator H. Alexander Smith's bill S. 3163 and in H.R. 10278 and H.R. 10279 respectively sponsored by Representatives Carroll D. Kearns (R., Pa.) and Peter Frelinghuysen, Jr. (R., N. J.) call for a federal expenditure of

\$882 million over a four-year period.<sup>1</sup>

Their legislation soon was followed by a Democratic-backed set of bills also designed to stimulate education in areas deemed critical to national security which were introduced by two Alabama Congressmen known for their education statesmanship—Lister Hill, the chairman of the Senate Committee on Labor and Public Welfare (S. 3187), and Representative Carl Elliott, chairman of the House Subcommittee on Special Education (H.R. 10381).

This more comprehensive \$3 billion, six-year program, although including most of the forms of aid suggested in the Administration's legislation differs from the President's proposals in many details. A 24-page comparison of the major provisions in S. 3187 and S. 3163 is obtainable from the Senate Committee on Labor and Public Welfare, Washington 25, D. C., whose staff prepared this document.

The Republican as well as the Democratic science-oriented education measures include financial aid for able students needing assistance to continue their education beyond high school. A possibility, rumored as under consideration in recent weeks, is that one or both of the Congressional education committees may decide to handle financial assistance for college scholarships in separate bills from aid to elementary and secondary schools to stimulate science, mathematics, and foreign language instruction.

### Long-Term Federal Support

In contrast to the national-security-related approaches offered in the Smith-Kearns-Frelinghuysen and Hill-Elliott bills, a large-scale, long-term program of federal support for "states and local communities in remedying the inadequacies in the number of their teachers and teachers salaries and the shortage in classrooms" is advocated in identical measures (S. 3311 and H.R. 10763) placed in the Congressional hoppers by Senator James E. Murray (D.,



<sup>1</sup>For a more detailed presentation of the Administration's "science-oriented" program, see "Federal Aid Measures" on pages 54-55 of the April, 1958, AMERICAN SCHOOL BOARD JOURNAL.





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*For Competent Assistance,  
Complete Details,  
Ask Your State AD Representative*

## Sen. H. Alexander Smith: "It's time to get moving again on educational legislation."

Mont.) and Representative Lee Metcalf (D., Mont.).

The National Education Association believes that a program of federal financial help of at least the magnitude of the Murray-Metcalf measures is needed to meet the nation's long-range problem of financing public elementary and secondary schools, NEA President Lyman V. Ginger recently told a House Education Subcommittee.

He explained that the provisions of S. 3311 and H.R. 10763 which are based on the legislative program adopted by the Association last December stipulate that Congress allot to the states for distribution to local school districts an amount equal to at least \$25 per school-age child, rising over a period of four years to at least \$100 per child, to be used either for construction and basic instructional equipment, or for supplementing the salaries of teachers in public elementary and secondary schools. The total allocation for the continental United States would be approximately \$1.04 billion in 1958-59 and increase to \$4.5 billion in 1961-62, he said.

### Recession-Related School Construction

While some strategists consider hitching education measures to the emergency growing out of our race for technological superiority with Russia as the best device for facilitating passage of new education legislation by the 85th Congress, others are using the recession to add urgency to federal school-aid pleas.

Dr. Walter W. Heller, chairman of the University of Minnesota's Department of Economics, also an NEA witness, testified that federal support as presented in the Murray-Metcalf bills (S. 3311 and H.R. 10763) could play a timely and appropriate role in the government's antirecession policy.

"Each \$100 million spent for school construction," he declared, "will create approximately 15,000 man-years of work, compared to approximately 11,000 man-years from \$100 million of highway construction." Apart from obvious demands for on-the-site labor, school construction involves large demands for steel, cement, lumber, bricks, copper, glass, and aluminum he noted, pointing out that "unemployment and overcapacity are concentrated in precisely these areas."

Holding that with appropriate federal grants, the need for schools could be translated into early and effective economic activity that would not otherwise take place, he said "this conclusion is confirmed by the results of a recent NEA survey of state superintendents of education which found that if federal funds were made available on a grant basis by July 1, 1958, an estimated minimum of 2759 classrooms could be put under construction within one month, 16,325 within three months, 43,979 within six months, and 68,113

within 12 months." These classrooms represent needed construction that will not otherwise be undertaken in 1958-59 he stressed.

Possibly inspired by the new usefulness a school building program might have in ameliorating the recession, Representative Frank Thompson, Jr. (D., N. J.), introduced in Congress on April 21 a bill—H.R. 12058—presenting President Eisenhower's "very own legislative proposal" for school construction which was first sponsored in 1956 by former Representative Samuel McConnell (R., Pa.) and last year was offered by Representative William H. Ayres (R., Ohio) on the floor of the House as an amendment proposed to substitute the text of the President's plan for H.R. 1. This legislation "undoubtedly would have been law today if the President had acted promptly at the time and supported it strongly" in the opinion of Congressman Thompson and some other seasoned observers on Capital Hill.

In a surprise development on April 30, Representative Lee Metcalf (D., Mont.) interrupted a hearing being held by the House General Education Subcommittee chaired by Representative Cleveland M. Bailey (D., W. Va.) on which both he and Representative Thompson are serving to move that the latter's bill—which embraces President Eisenhower's 1957 school-construction program to provide \$500 million a year for each of three years in grants to states on the basis of school population, need, and efforts to overcome classroom shortages—be reported to the full committee.

This action approved by the Democratic-controlled subcommittee in executive session evoked sharp protests from Republican subcommittee members who viewed the maneuver as an attempt to embarrass the President who had not included school construction in his legislative program this year.

Representative Peter Frelinghuysen, Jr. (R., N. J.), who has introduced a school-building bill—H.R. 11530—patterned on President Eisenhower's 1957 recommendations but without the Administration's school financing authority and bond-purchase provisions expressed himself as "unhappy at the action taken."

Calling the move "ill-timed and ill-considered," he voiced concern that although a number of bills have been introduced containing school construction features, no opportunity was provided to discuss the variations in these provisions.

Predicting that the Thompson bill might be substantially changed by the full committee or even sidetracked Representative Frelinghuysen stated "the important thing is to get legislation which will withstand the buffeting that will take place on the floor and I don't think we're in the right position to do that now."

Representative Thompson however main-

tained that he had revived the President's legislation because of the absolute need for classrooms. Far from feeling that his action would alienate Republican votes he said he felt certain that the one thing the Republicans could support would be their very own bill.

### New Administrative Principle

In another surprise development on April 30 Congressman Stewart L. Udall (D., Ariz.), a former school board member now serving on the Bailey Subcommittee, sponsored legislation—H.R. 12279—featuring an administrative technique for allocating federal funds proposed by Edgar Fuller, executive secretary of the Council of Chief State School Officers.

In presenting his measure in the House, Representative Udall related that his bill, which follows guidelines laid down by the Second Morrill Act of 1890, as amended, would function as follows:

1. Funds would be appropriated annually by Congress—as a starting point the first year's appropriation should be \$500 million.

2. These funds would be allocated to the states under a flat, grant formula based on the school-age population of each state.

3. Payments would be made directly to the states quarterly by the Secretary of the Treasury under this objective formula and without the intervention of any federal discretion.

4. Each state would distribute the funds to local school districts for teachers' salaries, school facilities, and equipment in accordance with current state-aid programs.

5. Again following the pattern of the land-grant college program, at the close of every fiscal year each state educational agency would make a report to the United States Commissioner of Education on how the funds have been used. In turn, these reports would be transmitted to the Congress by the Commissioner together with his recommendations.

Terming this legislation "simplicity itself," Congressman Udall remarked: "It has no federal controls whatsoever; not a single additional federal employee need be hired to supervise its operation; it will provide for an evenhanded distribution of federal funds; and lastly it will permit each state to further its major educational objectives through existing state aid pipelines."

Although introduced by Congressman Udall as a complete law, the principle embodied in H.R. 12279 can be incorporated into other school aid legislation.

### Administration Strategy

Meanwhile with these developments brewing, the Administration was getting ready to deal a trump card to bolster Congressional support for its science-oriented education program anticipating that the return from Russia in early June of U. S. Commissioner of Education Lawrence G. Derthick and his study team of American educators would furnish firsthand information about the Soviet school system which would point up the need for strengthening education in American schools.

# The NSBA in Miami Beach

## A Successful Meeting on the Curriculum . . .

The "school board movement" in America made great strides forward as the National School Boards Association *successfully* staged its eighteenth annual, and its first "independent," convention at the Fontainebleau and Eden Roc Hotels in Miami Beach, Fla., April 17-19.

The convention was a success in size: about 2850 board members, as well as over 1000 administrators and guests, registered for, and *participated in*, the appealing yet difficult program structured from the theme of "School Boards and the Curriculum."

It was a success in quality: the speakers at the general sessions were, with the exception of two board members, educators who had something to say; the panel-group sessions were occasions of spontaneous discussion that found board members sprouting questions to challenge the meetings' professional-resource personnel; and, discounting the usual convention registration traffic jam, the convention proceeded along with a smoothness that results only from energetic and competent planning.

The success of the NSBA in Miami Beach set a quality pattern that marks the association's annual meetings in future years as one of the country's really major educational conferences.

Certainly the slate of newly elected association officers, now planning the 1959 convention to be headquartered at the Civic Auditorium in San Francisco at dates to be announced, bodes well of the increasing scope of next year's conclave: Carl B. Munck, Oakland, Calif., president; Robert E. Willis, Bradenton, Fla., first vice-president; Roy O. Frantz, Pueblo, Colo., second vice-president; Cyrus M. Higley, Norwich, N. Y., treasurer.

## Keynoters . . .

### Conant: "For the Gifted"

Major keynoteer James B. Conant, president-emeritus of Harvard University and former ambassador to Germany, made a preliminary report of findings gleaned from his Carnegie-sponsored study of the "comprehensive high school" Friday morning at the third general session. Having visited over 50 comprehensive high schools in

nonsuburban areas and now making a detailed academic inventory of the curriculum offered in some of these schools, Dr. Conant recommended a stiffer curriculum for highly gifted students, a greater depth in their educational programs, and "five solids each year."

In addition, he recommended for the gifted: (1) an eight-period day of 45-minute periods, (2) separate sections for the "solids," (3) 15 hours of homework each week, and (4) first-rate guidance systems well staffed with skillful counselors.

For those pupils who do not fall in the class of the academically talented (some 85 per cent of the student body) Dr. Conant recommends that "the pupils should elect a consistent program directed toward the development of a specialized talent or vocation. The vast majority should be electing a set of courses that fit into a vocation pattern. For girls, this might be typing or stenography, or distributive education (with work experience). For the boys, it might be one of a number of shop courses, or mechanical drawing, or both. The school board should see that there are advisory committees of labor and management for each vocational shop program."

### Heinold: "Schools Are for Teaching"

At the second general session on Thursday afternoon, which was devoted to considering "School Boards and a Curriculum for 34 Million Students," Dr. Fred W. Heinold, a board member from Cincinnati and president of the Ohio School Boards Association delivered one of the more realistic of the convention's major addresses as he urged boards to turn their primary attention from the "three B's" (bonds, budgets, and buildings) to the "big C" — Curriculum. "The instructional program is the heart of the school system, since schools exist solely so that pupils may be taught; a superintendent is selected, budgets are adopted, teachers are employed, and buildings are built and equipped only because pupils are to be taught. . . ."

Describing how the Cincinnati board meets its responsibility in the area of curriculum, Dr. Heinold covered many phases, from *determination of basic curriculum policies to curriculum building* (by pro-

viding for curriculum advisory committees, for curriculum bulletins, and for budget allowances), from *selection of instructional materials* (by stating the basic policies and approving evaluating procedures) to *evaluation of curriculum practices* (standardized tests), and finally to *curriculum research*.

### Bailey: "School Boards as Buffers"

Thomas D. Bailey, Florida superintendent of public instruction, took "A Look at Education for a Changing Era" at the first general session on Thursday morning. To provide the quality and quantity demanded by the general public, Dr. Bailey cited two directions which must be taken: (1) "large enough administrative units to provide an adequate educational program for the heterogeneous school population we have, at an economical cost; (2) "if we are to achieve the many improvements needed in our public schools there must be adequate financing."

In the matter of curriculum, he advised school board members to act as "buffers" between "the extremists" in their communities and "your educators," stressing that boards must not sacrifice children and their hope for a rounded education to appease "a vociferous minority."

### Hicks: "A Stronger USOE"

"The Role of the United States Office of Education" is a vital one, according to Dr. Taylor Hicks, NSBA immediate past-president and president of the Arizona School Boards Association, and a role that needs strengthening by consolidation of Federal effort within the office. This strengthening to organize an over-all Federal policy of education would involve a program of:

1. Obtaining better statistical information,
2. Providing the "big" picture of education, and
3. Expanding educational research activities.

Further: "There are three things we should do in order to get an Office of Education which provides the services we all have a right to expect": (1) a national board of education, (2) a considerable enlargement of the staff of the OE, and (3) "better salaries to attract the best ability to be found in education." Dr. Hicks pointed out that, although the Federal government spent one billion, 16 million dollars on education in 1954-55, "at the National level we have a dispersed, haphazard, miscellany of agencies, dozens of which engage in education while their primary interests and purposes are elsewhere."

### Luce: "For Local Control"

In his president's message, Everett N. Luce, Midland, Mich., delivered a strong plea for local control of education, concluding that school board members must "improve the quality of education offering, work for better course content, keep it up to date, and thorough guidance and counseling, channeling as many of the better students into courses where the returns on their efforts will be most fruitful to themselves and the nation." Otherwise, he



warned, the many critics of our system of education may "poison the progress we have made over 200 years in developing the best system of education for a Democratic nation."

## Discussions...

On Friday afternoon the convention program split into 11 group meetings which brainstormed vital topics tangent to the school board-curriculum theme. These were: (1) individual differences, (2) priorities in curriculum building, (3) science and the liberal arts, (4) teachers for the new era, (5) merit rating, (6) recruiting and retaining capable teachers, (7) better utilization of teacher competencies, (8) experiments in the extended school year, (9) potentials of ETV, (10) public relations, and (11) education beyond high school.

These discussions, in many ways the climax of the convention, were unusually animated and each one boasted an attendance that was surprisingly large in numbers and gratifyingly receptive in spirit.

### The Curriculum

In direct contact with the curriculum theme:

1. A full house in the Fontainebleau's famous "Boom Boom Room" (whose floor show did not commence until 8 p.m.) heard, instead of the familiar Cuban rhythms, Dr. J. W. Edwards, superintendent of schools in Portland, Ore., describe the purposes, methods, and results of his district's ambitious program for the talented child as one area of "Providing for the Individual Differences of Children."

Phases of this program: *identification*, through teacher observation and achievement tests; *programming*, two-track, through enrichment projects in regular elementary school classes and through special high school classes of 20 working on individual projects; *teacher training*, through special workshops.

Interesting cost figures for the project: \$51 per pupil for 3740 pupils. Major expenditures for the program included \$147,500 for additional high school and elementary school teachers, \$9,000 for teacher education, \$2,000 for curriculum and development, \$3,500 for books, equipment, and tests.

Favorable results of the program: city-wide improvement of instruction, swelling respect for scholastic achievement, and the approval and interest of the public.

2. Wrestling with the topic of "Priorities in Curriculum Building," board members heard Thomas D. Bailey, Florida's superintendent of public instruction, plea for a common sense, practical approach to rebuilding the curriculum by carefully evaluating the objectives of the district's schools and cautiously proceeding toward these goals. He urged boards to involve citizens' committees and PTA groups in "widespread discussions" of what the schools should teach and how the schools should be organized to teach.

He warned that, while "the schools belong to the people," and the current school crusade is to "get tough" parents are more

concerned about the condition in which their children go to school (classroom facilities, teachers, personalities, etc.) than what is being taught in the classrooms. It is still left to school boards and administrators to upgrade the curriculum and, as one venerable lady board member added, to upgrade the curriculum "for the poor kids who aren't slow or bright, too!"

3. Speaking on "Science and the Liberal Arts in the High School Curriculum," Dr. Wilson H. Ivins, professor of education at the University of New Mexico, urged a proper balance of science and the liberal arts to provide a well-rounded education for all children, the average and the less able as well as the gifted. He suggested "three types of action" to balance science and the humanities: (1) We must free ourselves of certain "preconceptions" and must rearrange some "worn-out procedures," notably the idea that only the most able should study more than four substantial subjects and the idea that all subjects must be taught the same number of minutes each year to all students. (2) We must recognize the need for more and better learning experiences than we now have, especially more required study in science and mathe-

matics, a fourth year of required English or communicative arts, and doubly the present typical requirement of two years of social studies. And (3) We must examine closely the way we teach both of these areas.

### The School Staff

Four discussions' meetings engaged contemporary dilemmas in the area of the school staff:

1. John Lester Buford, superintendent of schools at Mt. Vernon, Ill., and past president of the NEA, in discussing "Teachers for the New Era" answered two basic questions: What kind of teachers do we want? ("well trained in both subject matter and methods"); and How can we have the kind of teacher we want? ("Hold the strong teacher we have" by putting a high ceiling on salary schedules, providing "good tenure laws . . . decent working conditions" . . . proper-size classes — which seem to depend upon the ability of the teacher — and respectable salaries).

2. Merit rating, the old hot potato (now merely smoldering) was rehearsed by a panel consisting of two representatives of

(Concluded on page 50)

## In Pictures...



Above: 1957-58 NSBA president Everett Luce (right) congratulates his "successor," Carl B. Munck of Oakland, Calif. Left: Dr. James B. Conant, the "major" keynoter. Below: a typical general session attendance at the Fontainebleau's Ballroom.



# THE AMERICAN School Board Journal

An Independent Periodical of School Administration  
William C. Bruce, Editor

## THE N.S.B.A.

THE National School Boards Association, in its Miami Beach Convention, April 17 to 19, gave evidence of a dedication to the welfare of the public schools and of the children that astonished even the most conservative professional educators in attendance. The programs approached a high level of professional quality, the interest and the individual board members participation in the meetings set a commendable example for any administrators' convention. When it is remembered that the vast majority of those in attendance came at a considerable sacrifice of time taken from their business or professional work, the enrollment of almost 2900 board members represents a high point in American devotion to civic service and the common welfare.

That school board members want and accept sound professional opinion and advice was evident in the general sessions devoted to secondary education and to the problems of the curriculum. But board members are distinctly independent in their thinking—that fact was repeatedly shown in the table discussions and in the well-attended sectional meetings. Board members are keenly aware of the deeper problems of theory and local solutions of problems in such matters as priorities in curriculum building, rewarding teachers for merit, solving the especial problems of the suburban schools. The fact that the attendance represented nearly all of the 48 states was indeed a true matter of satisfaction.

The officers and directors of the Association have serious problems before them in planning for the 1959 convention, and in expanding the central services to the state associations. With the able staff of the national office in charge, there seems to be no question concerning the development of a valuable long-range program which will realize the original high purpose of the Association and assure definite growth and stability.

## NEW NEA POLICY

IT IS "a basic blunder in policy" to consider all critics of the schools in the United States as "enemies." In giving this warning in an address to the members of the Massachusetts Teachers' Association, Secretary William G. Carr of the National Education Association voiced a new attitude on the part of the nation's largest professional teachers' organization. In effect he took a view opposed to the president and the secretary of the National Association of Secondary School Principals, which is a division of the NEA. The latter, in a widely publicized letter, suggested that high school principals' subscriptions to *Life* magazine be canceled because of a recently published critical article on the schools. Said Mr. Carr:

"We should not view every public criticism of the schools with alarm or purely defensive action. Not all our critics are our enemies.

"Some adverse comments about our schools are justified. In such cases the appropriate reaction is not fear nor anger,

but rather prompt and remedial action. While much current criticism is ill-founded, and some of it downright false, we must not get into the habit of behaving as though all criticism fell into these categories."

The schools are certain to develop a far healthier climate in public relations if they accept Dr. Carr's point of view. The manner and the persons of many critics of the public schools are extremely annoying but the objective value of the criticism deserves to be utilized for the betterment of the schools—for the sake of the children.

## HIGH SCHOOL INDUSTRIAL ARTS

IN THE current expression of public unrest concerning secondary education, industrial arts and vocational education have come in for practically no unfavorable comment. Statements in the professional magazines made by men in supervisory or administrative positions, have largely sought readjustment to new needs in communities and industry and more serious attention to basic mathematics and science. There has been no complaint, as there might well be, that some schools use the shop courses to rid the academic departments of boys and girls who lack the ability to keep pace with their classmates in the social sciences, the languages, and other subjects. What shop teachers have not been given the task of reforming boys who are disciplinary or in other respects problem students? And what shop teachers, and their associates in the home-economics departments, have not been asked by the guidance instructors to help boys and girls who have been unable to find themselves and to develop interests and ambitions which all other departments of the high school failed to find?

There is little sound sense in the recommendation that the industrial arts and vocational courses should be almost completely redirected into the preparation of technicians and specialized workers in the growing electronic and chemical industries. Surely that should be done in areas where such industries promise future employment to numbers of young men and women. In the vast majority of communities, shop courses must continue to provide knowledge of basic materials and tools in local use, but the skills taught must be far more than the narrow series of skills used in wood-working. These knowledges and skills must have general occupational usefulness and social values for the family and civic life of the students. In the purely vocational courses which prepare for apprenticeship or direct employment in a mechanical, building, or service occupation, the close co-operation of the schools with business has generally prevented the overproduction of workers in crowded trades or in occupations which are obsolescent.

The problems of a balanced education for boys and girls who will go into the trades and industries are especially difficult in the small communities where the high school is small, the staff limited, and the funds for the latest machine and shop equipment too narrow. It is here that the state must intervene and provide regional schools for the less common but essential occupations and for the training of boys and girls with especial talents and interests.

In the reassessment of the high school shop programs, the school boards have a new responsibility. It has been well said that we need more men and women who have a knowledge of science, but who will never become scientists. So too, we need many more people who have a knowledge of the materials and the newer skills of the trades and industries, but who will not necessarily become electronics workers or technicians in the specialized industries.

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## NSBA CONVENTION

(Concluded from page 47)

the NEA, a university professor, a superintendent, a board member, and a director of the National Citizens Council. The faces were new, but verdict of the discussion was the same: NEA people, against; non-NEA people, for.

In the discussion about the ingredients that go into successful merit-rating plans, if merit rating will bring about better teaching, caution was the basis of the mixture. Heaping portions of co-operation by teachers and administrators in definition of the criteria of good teaching and adequate salaries scales were also advised.

The main speaker of the session, Paul J. Misner, superintendent at Glencoe, Ill., and a past president of the AASA, stated that the merit-rating issue is an "enormously complicated" one and that there are no easy answers to the problems involved. The answers must be found, according to Misner, because the schools will never attract more than a tragically small number of gifted teachers until our nation's schools adopt merit programs which recognize and

reward good teaching, and which pay teachers on a basis of performance rather than seniority and professional preparation alone. Until then, "we shall continue to attract only individuals who value safety and security more than . . . high achievement," Misner said.

3. The plus and minus of the Bay City, Mich., teacher-aide experiment weighed about even on the scale of educational value, according to those who should know: Charles B. Park, director of the department of special studies in Central Michigan College, Mount Pleasant, Mich., and Arnold Thomas, principal of the Dolsen elementary school in Bay City, Mich.

Did the Bay City teachers like the aide system? was a question asked. It was answered in this manner by Dr. Parks: he believed that the teachers, if queried, as to their choice of a class of 30 pupils without aides or a class of 40 with aides, would split evenly in their balloting. This points, according to Dr. Parks, to the need for new perspectives if we use new ways to utilize teacher competencies better. "New modes of training must precede widespread use of these plans." ■

2. *Associate Membership.* A second authorized classification of membership is that of associate membership. *Past board members*, and individual *professional educational personnel*, interested in the welfare of the public schools, may become associate members upon payment of five dollars' membership dues during each fiscal year. Such members are entitled to all of the privileges of membership except that of voting power.

3. *Sustaining Membership.* Commercial or professional service organization personnel interested in the welfare of the public schools may become sustaining members of the National School Boards Association upon the recommendation of the NSBA executive committee and payment of one hundred dollars membership dues for each fiscal year. Such members are entitled, like associate members, to all of the privileges of membership except that of voting power.

4. *Honorary Membership.* Honorary life membership in the National School Boards Association will henceforth be accorded to all former members of the board of directors of the national association. Honorary members will also be permitted all of the privileges of membership with the exception of that of voting power.

Throughout its history, American public education has been based upon a system of decentralized, citizen control, in which the policies of the public schools have been subject to the will and the wishes of the people who support them, and whose children they are created to educate. It has become increasingly apparent that our schools can be only as good as the people themselves want them to be. The National School Boards Association, organized to provide services and information for the improvement of school board membership and operation, can be an extremely significant instrument in helping to make our democratic system of citizen-directed public education an effective reality. To do this, however, requires an organization responsive to the benefits of democratic participation, and with the financial resources which will make possible a broad and strong program of services and information aimed at increasing the levels of intelligent participation on the part of those who are legally charged with the direction of our public schools.

With the new classifications of NSBA membership made possible by the recent action of the delegate assembly, it is hoped that citizens across the land, who qualify for participation with the organization, will grasp the opportunity to co-operate in as useful an enterprise as exists for improving public education in America. Human development and education go hand in hand. Joining in helping to realize the great objectives of the National School Boards Association is as useful an activity as any to which an American citizen can devote himself.

The involvement in the activities of the National School Boards Association of more persons interested in the improvement of school board service and operation in American public education should provide the foundations for a more effective National School Boards Association dedicated to that improvement.—Peter Prouse, NSBA Assistant Executive Director.

## N.S.B.A. REPORT

### NATIONAL ASSOCIATION STRENGTHENS MEMBERSHIP BASE

More than a year of careful study of the organizational structure and needs of the National School Boards Association was climaxed recently when the NSBA delegate assembly, meeting on April 19 during the recent 1958 annual convention in Miami Beach, voted unanimously to change the membership base of the association. The delegate assembly is the NSBA's constitutional policy-making body consisting of two delegates elected from each of the 50 state and territorial school boards associations affiliated with the national organization.

The membership changes on which the delegate assembly voted had been proposed as a result of the NSBA's "1957 Organization and Action Project," which undertook—among other major items—to study ways and means of strengthening the organization in order that it might increase both the number and the quality of the services which it is able to offer its members. In the course of that study, 35 of the state and territorial associations called special meetings between their leaders and representatives of the national association for the purpose of discussing the proposed changes in detail.

There can be little doubt that the membership changes voted by the delegate assembly constitute one of the most important actions in the history of the National School Boards Association. The changes are expected to provide a firmer foundation for the organization, both financially and

in terms of broadened interest and participation.

Under the changed membership structure, four membership classifications are now provided:

1. *Active Membership.* This classification will henceforth be comprised of state and territorial school boards associations, individual school boards, individual school board members, and state boards of education. Any state or territorial school boards association which is itself an active member of the National School Boards Association may authorize the NSBA to accept active membership for any *board of education* which is located within its area or territory. Membership dues for a school board are ten dollars per fiscal year. The various associations may likewise authorize membership for *individual school board members*, with dues set at five dollars per year. A state or territorial association may further authorize the national association to grant active membership to the *state board of education* of that state or territory. Such memberships carry dues of one hundred dollars per fiscal year.

It should be noted that in the classification of active membership, the traditional pattern of the National School Boards Association's membership structure is essentially unaltered. The NSBA will not, and cannot, accept active membership from a school board, school board member, or state board if such do not already belong to their own state or territorial association. The NSBA has been an affiliation of state and territorial associations, and this pattern remains basically unchanged.





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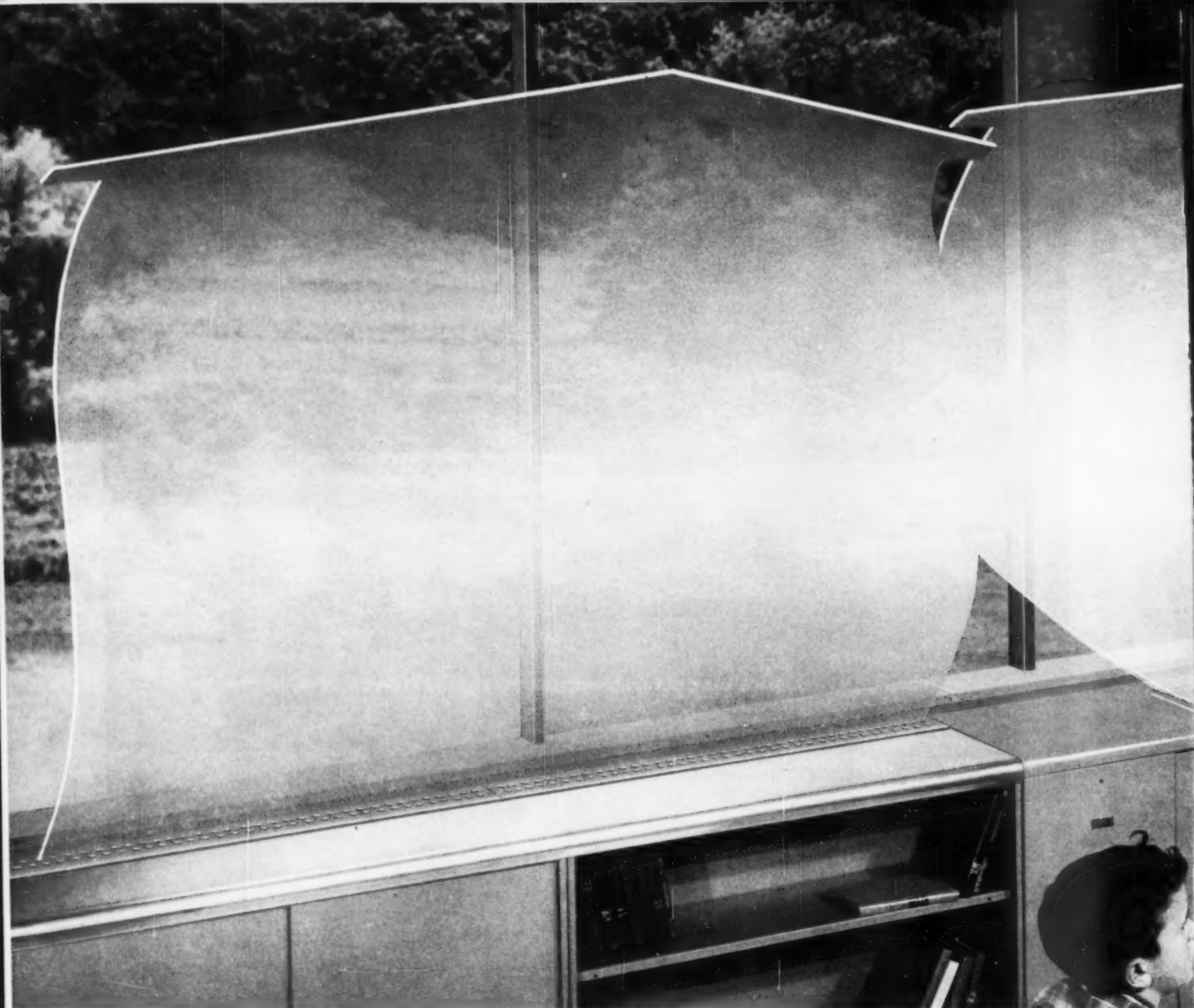
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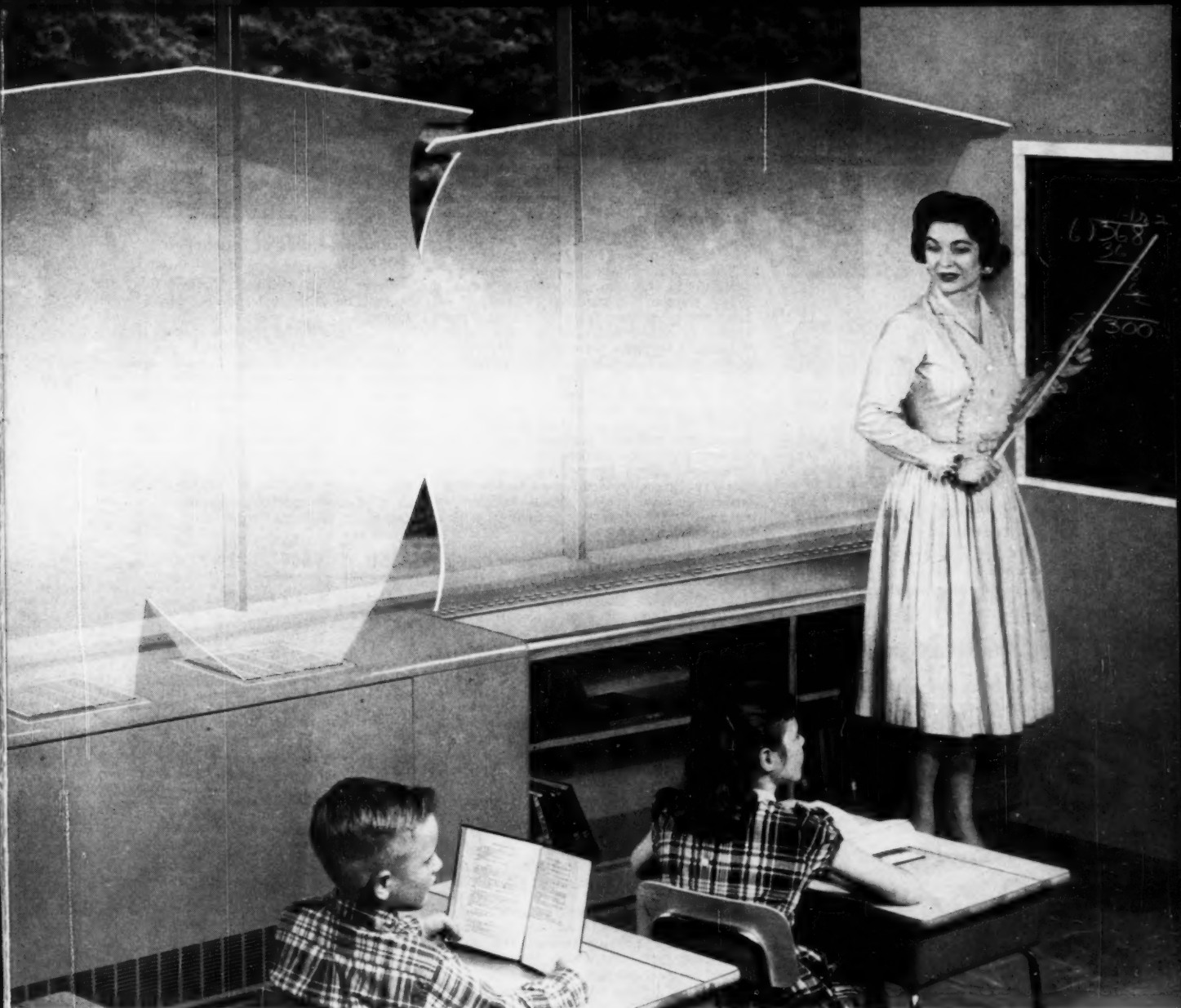
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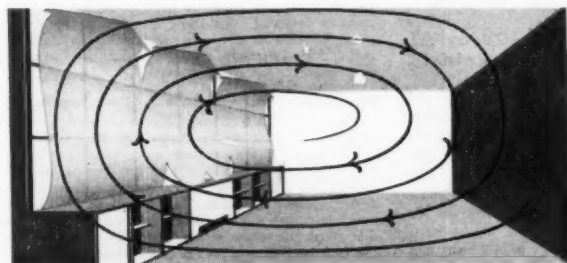
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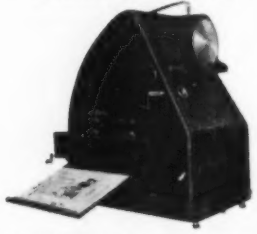
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## NEW BOOKS

### Fundamentals of Public School Administration

By Ward G. Reeder. Cloth, xi-625 pp., \$6. The Macmillan Co., New York 11, N. Y.

This book, which came on the market originally in 1930, has been completely revised in the present fourth edition. The work has lost none of its directness or simplicity; the author is still factual and anxious for the student to see both sides of all controversial issues in school organization and administration. Best of all, the author has not used the book to sound off on sociological or philosophical theories. He has recorded the vast growth of the past 25 years in school organization; teaching methods; schoolboard, teacher, and superintendent relationships and procedures; school finance; and teacher welfare. The recommended practices are thoroughly practical, based almost entirely on experience and nationally accepted professional opinion.

### School Boards Plan for Disaster Problems

By William M. Lamers. Paper, 36 pp. National School Boards Association, Inc., Chicago 1, Ill.

This pamphlet has three major purposes: (1) to call attention of board members to the disaster protection needs of their schools; (2) to suggest how existing programs can be evaluated; and (3) to indicate positive steps by which programs may be improved. The author points out that disasters do not confine their threats to school children and staffs, but are hazards involving buildings, grounds, supplies, and records—all the physical facilities for which the school board is trustee.

### School Finance and Local Planning

By John Guy Fowlkes and George E. Watson. Paper, 85 pp., \$2. Midwest Administration Center, University of Chicago, Chicago 37, Ill.

This booklet summarizes the results of a two-year study of Wisconsin school finances and local educational planning. The study found very little relationship between state financial support of education and the controls exercised by the state. (2) The processes and nature of local educational planning is largely centered on current issues. (3) The factors influencing the amount of financial support and certain aspects of local planning are the wealth of districts, their sizes and local leadership. The study group believes that a satisfactory relationship between state support and educational planning can only be achieved when educators, legislators, and citizens join forces to enact state support legislation which will vest educational control beyond minimum standards in local school districts.

### Offerings and Enrollments in Science and Mathematics

By Kenneth E. Brown and Ellsworth S. Obourn. Paper, 44 pp., 25 cents. U. S. Office of Education, Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This study provides data from a 10 per cent sample on the offerings and enrollments in science and mathematics in high schools during the fall of 1956. General science enrolls 21.8 per cent of all pupils. Biology enrolls 20.5 per cent and shows a steady growth in percentage enrollment. Of the two older sciences, chemistry enrolls 7.5 per cent and has remained about constant, while physics has declined to 4.4 per cent. Botany and

zoology have shown a steady increase. The study shows that 91.9 per cent of the schools with a ninth grade had pupils enrolled in elementary algebra, and 75.1 per cent in general mathematics. A total of 1,462 schools offered plane geometry, which was 81.2 per cent of the schools.

### Economic Status of Teachers in 1957-58

Paper, 29 pp., 50 cents. National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

This report brings together answers to questions most frequently received by the NEA Research Division on the economic status of teachers. It shows that during the past year, increases in salaries of teachers were registered throughout the country. From the school year 1956-57 to 1957-58, the average annual salary of teachers increased 6.9 per cent from \$4,350 to \$4,650. Despite an admirable record of salary increases in all the postwar years, the average salaries of teachers still fall short of earnings of comparable occupational groups.

## Also Received

### Does Money Make a Difference?

Prepared by William S. Vincent, John W. Polley, and Orlando F. Furno. Paper, 16 pp. Associated Public School Systems, Teachers College, Columbia University, New York 27, N. Y.

This booklet shows why schools cost more and takes up in detail (1) the level of educational service, (2) the number of pupils to be educated, (3) supply and demand in the labor market which makes it difficult to get teachers, and (4) inflation which has reduced what the educational dollar buys.

### Local Planning for Better School Districts

By C. O. Fitzwater and Winston L. Roesch. Paper, 20 pp., 15 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The author points out that planning for better school districts is a group task and involves careful, systematic co-operation as the only positive way of building adequate school districts. Designed for use by county and local district superintendents, board members, and lay citizens, the information serves to indicate methods to use in planning, suggests information and sources of assistance, and stresses the importance of co-operative effort in planning.

### Challenging the Able Learner in the Primary Grades

Paper, 112 pp. Bulletin 301. Cincinnati Public Schools, Cincinnati, Ohio.

This booklet, prepared by a group of teachers, offers suggestions to teachers working with able children. The point of view is directed to the exploration of many areas and interests rather than early specialization. It seeks to expand the opportunities for able children and help develop their talents and discharge their social responsibilities.

### Guide to Curriculum Improvement in Grades Seven to Nine

Prepared by a committee of teachers under the direction of Ethel F. Huggard, Mary A. Kennedy, and William H. Bristow. Paper, 114 pp. Published by New York City board of education, 110 Livingston St., Brooklyn 1, N. Y.

This bulletin, intended for all pupils in grades seven, eight, and nine, offers a curriculum consisting of all the experiences, including subject matter and skills, utilized and interpreted by the school to further the aims of education. A general outline of subject areas is included, and there are sections on development, policies, and diversity in schools to clarify the foundations for early secondary education as well as to promote better articulation.

### How Do Business and Schools Work Together?

Paper, 48 pp. National Citizens Council for Better Schools, 9 East 40th St., New York 16, N. Y.

The book offers a practical guide in getting business and education to work together. The first section offers capsule descriptions of 30 commonly conducted business-education activities. The second section provides basic principles for working with schools. Part three dramatizes three education programs in action, and the fourth section tells how businessmen have worked in an education program.



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# Board Rules Concerning Married Students

STEPHEN F. ROACH

Editor, *Eastern School Law Review*, Jersey City, N. J.

There is no legal question as to the authority of a local school board to adopt reasonable rules and regulations for the day-to-day operation of its schools.

There may well be a legal question, however, as to the *reasonableness* of a specific regulation on some particular aspect of board operations or, perhaps, on the *reasonableness* of the rule's application under a given set of circumstances.

A significant case<sup>1</sup> concerning this type of situation was recently decided in the Supreme Court of Tennessee.

### Facts of the Case

In November, 1955, the Marion County, Tenn., school board adopted a resolution to the effect that any student who married during a school term was to be automatically expelled for the remainder of that term. Should the marriage take place during the summer vacation the student was not to be allowed to attend any county school during the term next succeeding.

The resolution had first cited that "there has arisen a serious problem concerning the marriage of high school students in the various [county] high schools." It then pointed out that the board "is of the opinion that the said practice is detrimental to the progress and general well-being of the operation of the schools."

This resolution was promptly made known to the students in each of the high schools.

In February of 1957, Peggy Willis, the young lady involved in this litigation, married. She was 18 years old, and was in her fourth year of attendance as a student in the Jasper high school. Her scholastic attainments had been consistently high, and she expected to be graduated in May of the same year.

In accordance with the terms of the aforementioned resolution, the board promptly forbade her the privilege of attending school during the remainder of the then current school year. However, she would be permitted to re-enter the next school year.

Suit was then brought by Thompson, the girl's father-in-law, to have her restored to enrollment in the school so that she could graduate in May. In bringing the suit, Thompson charged that the rule established by the board resolution was "so unrelated to the interest of the school or its affairs as to amount to an abuse of discretion. . . ."

The trial court, in deciding in favor of the board action, held that the rule in question "was neither arbitrary nor unreasonable under the facts disclosed." It thereupon refused to intervene. This judgment was now being appealed.

### Issues of the Case

Of particular importance to the Marion county board—as well as to all local Tennessee boards—was the question whether the quoted resolution was a valid one.

But perhaps of even greater significance to American school board members generally would be the views of the court as to the relevance of such resolutions to the interest of public schools or to school affairs. The charge had been here made, it will be remembered, that the resolution in question was "so unrelated . . . as to amount to an abuse of discretion."

### Findings of the Court

In its opinion the present court first noted the contention of the board of education that for a period of years, prior to the adoption of the 1955 resolution, there had been a deterioration of the discipline and decorum in the four county high schools due to student marriages. The situation had become such that each of the

four school principals concerned had requested the board to adopt the resolution in question. The principals had pointed out, also, that the confusion and disorder caused by such student marriages occurred mostly "immediately after the marriage and during the period of readjustment, and [that] the influence of married students on the other students is also greatest at this time." It was because of this, the board said, that it had adopted the resolution forbidding attendance during the remainder of the school term immediately following the marriage.

The court then referred to an existing Tennessee statute which made it the duty of the board "to suspend or dismiss pupils when the progress or efficiency of the school makes it necessary."

Any activity of an individual student, the opinion continued, which can be said to have a reasonable bearing on that student's influence upon the other students or upon the school "is within the bounds of reasonable regulation by the Board" in the exercise of its statutory duty to suspend pupils "when the progress or efficiency of the school makes it necessary."

Then the court considered the representations of the high school principals. If "their respective observations and experiences on this subject is at all accurate," it commented, "then married students . . . by virtue of the psychological effect thereof, for a few months immediately following marriage, have a detrimental influence upon fellow students, hence, a detrimental effect upon the progress and efficiency of the school. Therefore, if these principals know whereof they speak, the attendance [of married students] during such period . . . is within the bounds of reasonable regulation by the Board."

Concluding that the rule in question had "a reasonable bearing on the progress and efficiency of these schools" and, further, that the rule itself was neither arbitrary nor unreasonable, the present court upheld the board action.

In its opinion the court made these additional significant comments:

We are accustomed to accept the testimony of experts in the various fields of human activity as to what is reasonably necessary for the welfare of the particular activity as to which this expert therein is testifying. No reason is suggested as to why this practice should not be followed when the witness is an expert in the field of operating public high schools. Certainly the principles . . . in question should be regarded by reason of training, experience and observation as possessing particular knowledge as to the problem which they say is made by the marriage and uninterrupted attendance of students in their respective schools.

Boards of Education, rather than Courts, are charged with the important and difficult duty of operating the public schools. So, it is not a question of whether this or that individual judge or court considers a given regulation adopted by the Board as expedient. The Court's duty, regardless of its personal views, is to uphold the Board's regulation unless it is generally viewed as being arbitrary and unreasonable. Any other policy would result in confusion detrimental to the progress and efficiency of our public school system.

<sup>1</sup>State of Tennessee on relation of Thompson v. Marion County Bd. of Educ.; cited as 302 S.W.2d 57 (1957) in the West National Reporter System.



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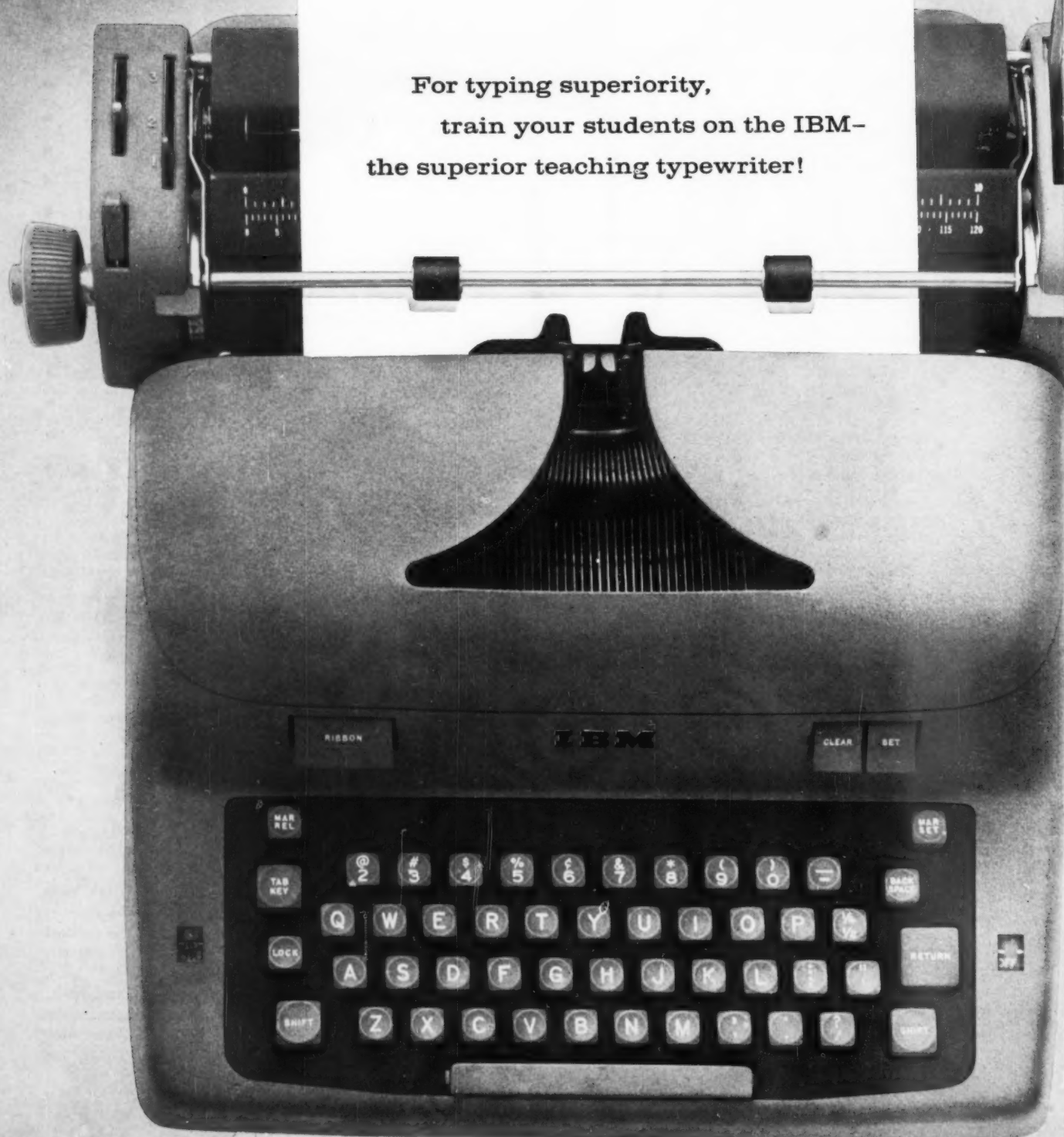
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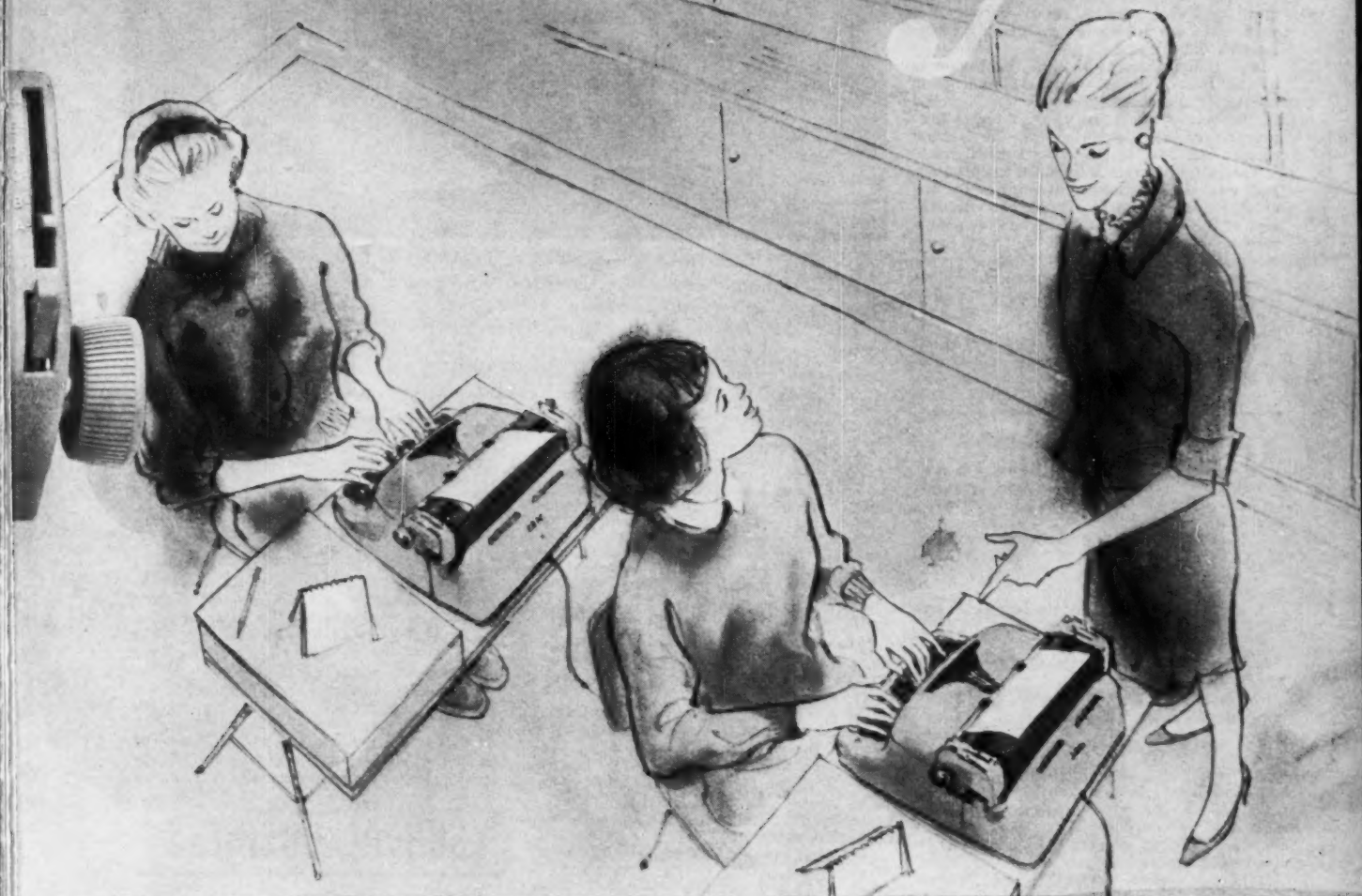
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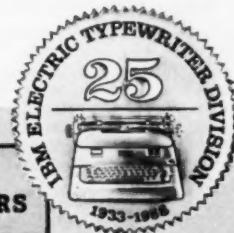
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## THE SCHOOL SCENE

(Concluded from page 11)

four groups. The English children are expected to be enrolled in a tough honors' curriculum; other able children who are likely to continue their education are placed in a regular college-preparatory program. Students of average ability who do not intend to go to college are given general courses. A remedial, basic program has been set up for children who have learning difficulties.

Mr. Hansen reports that at the beginning of the 1957-58 school year, 641 students in the tenth and eleventh grades were enrolled in the honors' program; 2699 in the college-preparatory courses; 4281 in the general course; and 2443 in the basic remedial track.

The entire program is intended to encourage and even require students to work at the top of their abilities and to upgrade the effectiveness of the high schools. There has been some parental criticism because of supposed errors in placing children in some of the lower tracks. The schools are maintaining considerable flexibility in the placement of children so that any errors which occur will be overcome as promptly as possible.

## SCHOOL STAFF

### SALARIES IN WASHINGTON

In a comparison of salaries of full-time school personnel in Washington between October 1, 1956, and October, 1, 1957, the state education reported that:

1. Superintendents and assistants averaged \$8,752 in 1957 and \$7,770 in 1956.
2. High school principals, \$6,889 in 1957, \$6,205 in 1956;
3. Elementary school principals, \$6,898 and \$6,040;
4. High school teachers, \$5,308 and \$4,774.
5. Elementary school teachers, \$4,919 and \$4,415.

The average salary of the "teaching staff" in Washington for 1957 was \$5,075.

### NEW PROMOTION PLAN

In Providence, R. I., the local teachers' union had made a complaint concerning the current personnel promotion plan and had made a request for a more objective and prompter method of filling administrative and supervisory vacancies.

During the school year 1956-57 all groups of professional employees and the teaching staff were given an opportunity to make suggestions, proposals, and criticisms for improvement of the present plan.

Following a study of the contributions and comments, Supt. James L. Hanley submitted the proposed plan to the school board for discussion, modification, and approval. The plan provides that candidates qualify by taking tests prepared by the Educational Testing Service and that they be rated on the basis of experience, education, quality of performance, and interview. An eligible list will be prepared and the top three candidates will be submitted to the superintendent, who will select one for recommendation for the vacancy. The plan proposes an annual revision of each eligible list and insures the prompt filling of vacancies which had been one point of criticism.

### FIRST AID RULES FOR TEACHERS

Every teacher is at some time compelled to give first aid to children or adults who have been injured. It is well to remember that the teacher is a layman and not a physician. They are to proceed according to the principles and practices of first aid as laid down by the National Red Cross. Whenever an accident occurs, the following procedures may be followed:



### THE OKLAHOMA, OKLA., BOARD OF EDUCATION

The Oklahoma City, Okla., board of education, whose present members have all served as president, have never been refused a request for funds. On March 25, as the latest expression of public confidence, the voters overwhelmingly (86%) passed an \$8,250,000 bond issue. Members include, from left to right: (standing) Otto F. Thompson; C. B. McCray, vice-president; Phil C. Bennett, president; (seated) Melvin W. Barnes, superintendent; Mrs. L. D. Melton; and Jim Wright.

*The teacher should:* send for a physician, keep the person quiet, preferably lying down, control bleeding, treat for shock, immobilize the extremity or part where fracture is suspected, and clean wounds with soap and water and cover with sterile dressing.

*The teacher should not:* administer any medication internally, attempt to remove foreign particles from the eye, disturb blood clots, touch wounds with uncleaned hands, and apply antiseptics to broken skin.

### EDUCATIONAL TV FOR TEACHERS

How should professional educators best inform their faculties and school boards concerning the use of television as an in-school aid to teaching?

The school boards and school administrators of the North Shore and suburban counties of Chicago, Ill., are attempting to solve this problem. Every administrator of a school in the range of Channel 11 Station WTTW educational telecasts, has been asked to reply to a questionnaire on several aspects of this educational problem.

In harmony with this action, Channel 11 recently broadcast over its open circuit a program on old and new teaching tools to aid teachers and parents gain an understanding of what is going on in the scientific revolution in the teaching profession.

Numerous handicaps confront the school forces in respect to this problem and contribute to constant misunderstanding over the position of television in public education over the entire country.

## SCHOOL BUILDING AND OPERATION

### A SPEAKER'S BUREAU

In Los Angeles, Calif., the board of education has established a special speakers' bureau to furnish information on the forthcoming school bond issue. Speakers will be furnished to offer complete information on the \$158,500,000 bond issue, to be voted on at the June general election.

Funds to be derived from the bond issue will be utilized to finance a mammoth school building program, which will provide facilities for an additional 90,000 students in elemen-

tary, junior and senior high schools, and junior college.

### FIRE INSURANCE

As a measure of economy, the Kalamazoo, Mich., board of education has recently rewritten all its fire insurance policies on a \$5,000 deductible plan. This plan provides that all buildings and contents are insured in the usual way and for the usual amounts, except that for each loss or occurrence one sum of \$5,000 shall be deducted from the amount paid by the insurance company. The approximate saving for this deductible plan of insurance will be \$2,500 annually, and this amount will be set aside in a fund to cover the losses incurred under the plan. When the reserve totals \$10,000, the board plans to review the further accumulations of funds in reserve.

## SCHOOL BUSINESS

### SCHOOL DISTRICTS IN FINANCIAL STRAITS

Difficulty in raising funds for new school construction faces 125 school districts in New York State, according to a statement of the State Controller's office.

A study of school districts' borrowing capacity has shown that 47 districts have borrowed beyond their debt limits. There are 78 districts whose plans for building within the next two years will require them to exceed the debt limits.

### SCHOOL LAW CONFERENCE

The Fifth Annual School Law Conference will be held at Duke University, June 24-25, 1958. The program of the meeting will be centered around the current problems of "Legal Aspects of Pupil Administration." The Conference will be in charge of Dr. E. C. Bolmeier, professor of education at Duke University.

### CUSTODIAN SHORT COURSE

Teachers College, Columbia University, N. Y., will offer a Short Course for Building Service Supervisors and Custodians, June 2-6. Dr. H. H. Linn will again direct this 20th annual course.

IF CLASSES WERE  
HELD OUTDOORS...







If your school furniture were "on display" every day like this . . .

You'd buy American Seating  
furniture every time!

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American Seating products are fully covered by  
patents and patents pending.





Outdoors or indoors, American Seating is the standard by which all other school furniture is measured. Shown here are our popular Universal Lifting-Lid Desks. Seats and desks have wide-range adjustability, making them one of the most versatile units you can use in your school.

We put this classroom outdoors so you could see how beautiful American Seating school furniture really is.

And, of course, if this serves to remind you that teachers and students alike use seating more than any other item, so much the better.

*But the big point is: American Seating furniture has more postural advantages and more structural features than any other make. And it lasts much longer. Consequently, it is the most economical furniture you can buy.*

No wonder American Seating leads all others in sales, year after year.

No wonder American Seating fine furniture is the

standard by which all other school furniture is measured.

How about your school? Are you building or remodeling? If you are, be on the safe side: See a private demonstration, *now*, of American Seating fine furniture in your own school at your convenience.

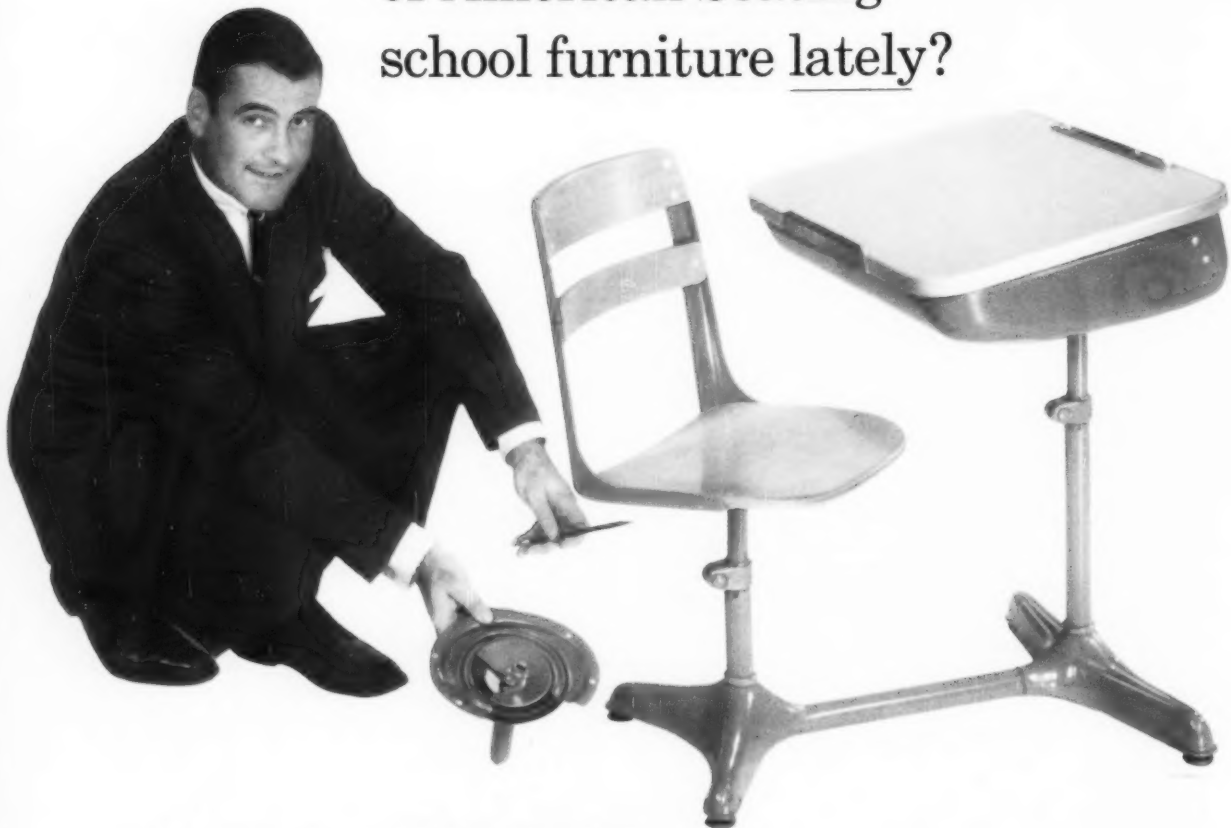
A call, a card, or a coupon will start one of our helpful representatives your way. American Seating Company, Grand Rapids 2, Mich.



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BODIFORM® AUDITORIUM CHAIRS • STADIUM SEATS • CHAPEL FURNITURE • FOLDING CHAIRS AND TABLES

# Have you seen a demonstration of American Seating school furniture lately?



There are those who say that all of today's school furniture looks pretty much alike. But a close examination of American Seating furniture quickly dispels this notion.

Take this Universal desk, for example. It provides continuous cradleform seating in every posture position. The seat swivels 45 degrees right and left on large, long-life bearings. The back of the seat is deep curved with a self-adjusting lower rail which automatically adjusts to fit each individual occupant.

These are but a few of the numerous features. Many of them are just not found on ordinary school furniture—or else are furnished in a makeshift manner.

For full facts on Universals, and all other fine American Seating furniture for your school, arrange for a private demonstration at your convenience. Do it now.



The standard by which all other public seating is measured

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City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_



## PARENTS OF THE GIFTED

(Concluded from page 27)

average boy or girl. At the same time, for the gifted child to function most effectively, he needs in the home the kind of moral and emotional support that will help him over the rough spots too. He may be unusually competent in geometry and able to whiz through physics, but his struggles to come to grips with himself, to strike out in freeing himself from the home, and to develop and establish friendships are similar to those of all adolescents. In addition, though, the gifted child sees soon and easily the gaps between what is and what ought to be; he often buries himself in books and withdraws to himself and to intense pursuit of hobbies or special interests; he may be sharply critical of parent ideas, political beliefs, manners of speech, etc.

Here is where balance, common sense, and patience are in demand. The parent who fails to be a good sounding board for ideal and radical opinions soon can create the feeling that no one understands. It is often hard for the hero father to listen to "peace" talk; and mothers whose daughters chide them for never having helped to emancipate the sex can work up quite a froth. "But where else can you blow your top if not at home?" In school the feverish young mind can wrestle with issues past and present.

The home is still the place to ventilate strong feelings, deep fears, and personal reactions to others. It should offer a forum where "you can talk it out and where you know no one'll hurt you, where you can express yourself just like you feel."

Of course parent surrogates can and do substitute from time to time, when the bright child has no one to turn to for support, for suggestions, and for advice. Asked how their parents had helped them or could have helped, a number of high school students pointed out that there were "lots of things" their parents did not know about what other adults they selected did. "Anyway," the surrogates, "were easier to talk to and fun to be with because they'd listen and always had such good ideas about what to do." But most of those young people would have preferred to get their help at home.

There are other reflections in those responses that reinforce the idea that getting the most out of giftedness requires parental support of high quality. Well-endowed children do well because, as pointed out, their parents want them to succeed and encourage them to try out new experiences and to extend themselves. Interest in the child's projects, enthusiasm for school and support for its functions, and early family planning to save for college education appear to young people to be stimuli

that undergird their application. Some real vigilance in supervising play, avoiding time wasting, and helping one build the habit of sticking at hard and difficult tasks is referred to many times. Gifted adolescents know their own weaknesses; they blame parents who fail to provide good study arrangements for them and who fail to establish, "before they hit high school," the idea of working hard at something.

Obviously gifted children can get along without parents. Many do. But for the greatest number the home comes first and continues to be the major factor in the development of the child. In the home the child obtains his basic attitudes and tendencies; he gets the first and perhaps the greatest part of his sense of personal worth, and he works out most of his ideas of what he can and ought to do. The school cannot make up for the parental neglect; neither can it balance out indifference. The gifted child needs, as well as all other children, a home that begins as a rich atmosphere and environment and grows with him in breadth and depth. The parent who takes as active part in supporting inquisitiveness, in encouraging and planning co-operative projects, and in providing books, materials, and broad opportunity through introduction to new places and faces will be establishing the background the gifted child needs. ■

## Mr. SCHOOL OFFICIAL



These 2 valuable publications were created especially for you.

**THE APSCO SCHOOL CATALOG** gives you complete information on selection installation and maintenance of the Pencil Sharpeners, Staplers and Punches in your school.

### THE MAINTENANCE MANUAL

tells the maintenance men how to increase the service life of the Pencil Sharpeners, install cutterheads, replacement parts, etc.

Both are available at no cost from your school supplier or direct from Apsco.



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# PERSONAL NEWS

## CALIFORNIA

**Thomas N. Farney** is the new superintendent at San Juan.

**Harold G. Hammarsten** is the new superintendent at Porterville.

**Max Cochran** has accepted the superintendency at Tulare.

**Charles D. Gibson**, since 1943 supervising field representative of the California State Bureau of School Planning in Southern California, has been appointed chief of the bureau, with offices in Sacramento. He succeeds Mr. Paul Rivers, who retired on May 1, 1958. Mr. Gibson is widely known for his research in schoolroom lighting and for his contributions to the "Guide for Planning School Plants," the official handbook of the National Council on Schoolhouse Construction. Mr. Gibson was president of the Council in 1943-44. He is at present a member of a nine-man National Commission of the American Standards Association which is revising the ASA standards of school lighting.

## CONNECTICUT

**Supt. Joseph Mallard** East Hampton, has been given a substantial salary increase for the year 1958.

## INDIANA

**Clarence G. Carlson** is the new superintendent at Hagerstown.

**Dr. A. C. Senour**, East Chicago superintendent, announced his retirement, effective July 31, after 41 years with the school district.

## IOWA

**Supt. John H. Harris**, Des Moines, has been

re-elected for a three-year term, at a salary of \$22,500.

**Carl C. Kesler** has been re-elected president of the Cedar Rapids board.

**Vernon C. Cook** is president of the Clinton board.

**Elbert H. Stilwell** has been re-elected president of the West Des Moines board.

**Robert Don Hartog** is superintendent at Winfield.

**Bernard R. Feikema** has been elected director of business affairs at Sioux City, to succeed H. C. Roberts.

**Elmer C. Gast** has been elected superintendent of the North Fayette County community district.

**Mrs. Charles T. Cownie** is the new president of the Des Moines board.

## KANSAS

**Dean Hachenberg** is the new superintendent at Kismet.

**Odes Sapp** has been elected superintendent at Fowler.

## KENTUCKY

**A. T. Hensley**, Harrodsburg, has been elected superintendent of the Mercer county system.

## MICHIGAN

**Jack E. Meeder** is superintendent at Summerfield.

## MINNESOTA

**George A. Eddie**, of Fairmont, has been elected superintendent at Hibbing.

## MISSISSIPPI

**J. R. Newton** is the new superintendent in Bruce.

## MISSOURI

**Hershel Kaiser** has been elected president of the Webb City board.

**Hugh Williams** is the new president of the Carthage board.

**Dr. G. S. Wetzel** has been re-elected president of the Clinton board.

**Mrs. F. L. Snyder** has been re-elected president of the Independence board.

**James A. Jeffries** has been re-elected president of the Springfield board.

**Joseph Norris** has been elected superintendent at Sedalia.

## NEW JERSEY

**George B. McClellan** is superintendent at Mahwah.

## NEW MEXICO

**Frank Lillywhite** is the new president of the Aztec board.

## NEW YORK

**Dr. Herbert Clish**, recently superintendent of schools at Lynbrook, L. I., has resigned to accept the superintendency at New Rochelle.

**Dr. Willard S. Elsbree** has been appointed director of the division of administration and guidance of the Department of Educational Administration in Teachers College, Columbia University. Dr. Elsbree succeeds Prof. John K. Norton, who became director in 1942.

## OHIO

**Paul R. Needles** has taken the superintendency in Columbus Grove.

**Robert M. Finley** is the new superintendent in Chagrin Falls.

**W. I. Gregg**, of St. Clairsville, has accepted the position of assistant superintendent in charge of business affairs at Barberton.

## OKLAHOMA

**Dale A. Hughey** is the new superintendent in Woodward.

**C. L. Lewis** is superintendent at Achille.

The beautiful *Style 10* Everett is designed for long, trouble-free service. Full-cast plate, double veneered case, full-size action. Unexcelled tone provided by 44-inch height. Cost is amazingly low. Mail coupon for factual book and list of hundreds of prominent users.

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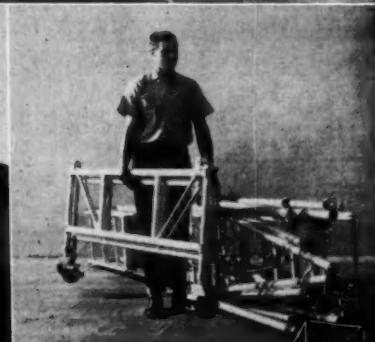
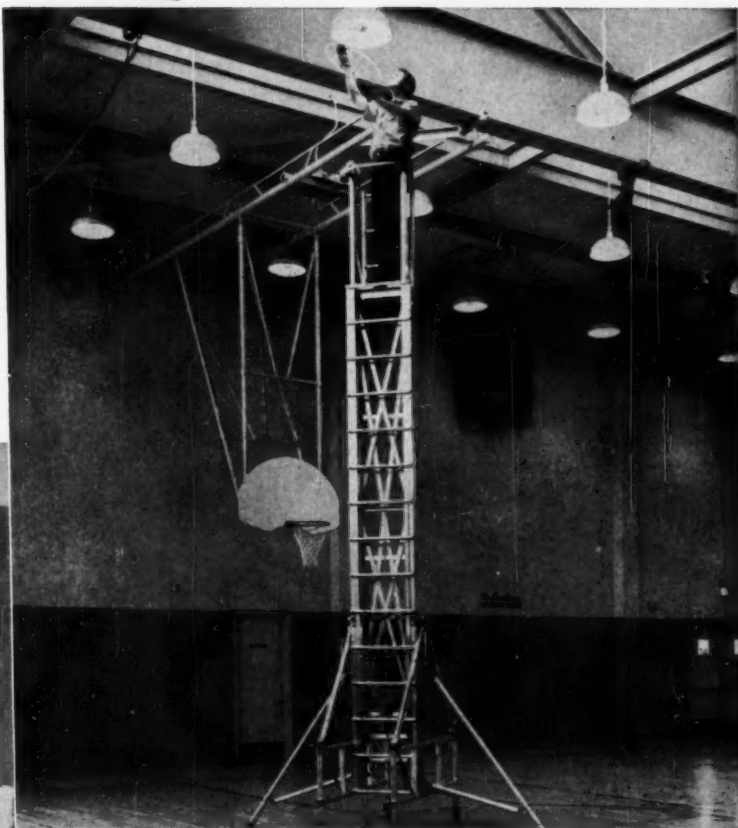


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# TALLSCOPE

...telescoping aluminum structure for overhead spot maintenance

Lightweight, rapidly assembled by one man. Extends instantly for reaching heights up to 30 ft. Telescopes for rolling under trusses and other obstacles. Adjustable legs for uneven floors or stairways.



Rolls through doorways . . . only 29" wide, telescopes and folds down.

Bridges over auditorium seats.

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# The man with the sharp pencil picks Firestone!



## FIRESTONE RUBBER-X Adds New Safety, More Miles to School Bus Tires!

Firestone Rubber-X is the longest wearing rubber ever used in school bus tires. Exhaustive tests proved that school bus tires made with Firestone Rubber-X resist the abrasion and wear that shortens the life of ordinary tires. Teamed with Firestone S/F (Safety-Fortified) nylon or rayon cord, Firestone Rubber-X means extra miles of safe, trouble-free service. Firestone Rubber-X is in every Firestone tubed or tubeless school bus tire . . . it's yours at no extra cost! And there's a Firestone school bus tire to meet every need, every budget. See your Firestone Dealer or Store and let him analyze your bus tire needs to give you the best tire value for school tax dollars. And be sure to specify Firestone on all new buses.

**YOU CAN'T BUY A TIRE THAT COSTS LESS PER MILE THAN FIRESTONE.**

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# Firestone

**BETTER RUBBER FROM START TO FINISH**

# Only new '58 Dodge School Bus Chassis have all 12 of these quality features

1. Stronger, channel-type front bumper
2. New dual headlights
3. Independent headlight circuits
4. Increased power, up to 218 hp.



5. Double-wrapped front spring eyes
6. Full air brakes (available on S600 and S700 models)
7. Recessed safety steering wheel
8. Extra-sharp turning
9. Driver-adjustable hand brake
10. 6-speed Torqmatic transmission (opt.)
11. Increased brake lining area
12. Tubeless tires standard

Only *one* 1958 school bus chassis, the new Dodge *Power Giant*, offers the combination of high-quality features listed here. And they all add up to one big fact . . . Dodge provides extra safety and dependability for your school children.

Take brakes, for instance. Although Dodge brakes exceeded NEA requirements last year, the new 1958 brakes have *even more* lining area for additional stop power as well as extra brake-lining life.

Certainly, it makes good sense to get the school bus chassis that gives you the most for your money. And when you check your Dodge dealer you'll find Dodge is among the very lowest in price. That's why it's the safest "best buy" for your school.

## **DODGE POWER GIANT SCHOOL BUS CHASSIS**

**accommodate standard bodies to carry 30 to 66 pupils**

# News of Products for the Schools

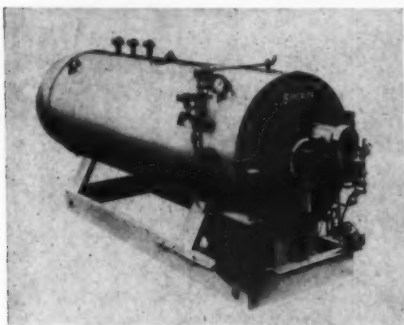
## AMERICAN SEATING OFFICERS



Mr. H. J. Taliaferro (left), former president of American Seating Co., Grand Rapids, Mich., has been newly elected as chairman of the board of directors. The new president of the school furniture company is James M. VerMeulen (right), formerly executive vice-president of the firm.

## COMPACT GAS-OIL BOILERS

Space saving, light weight, easy handling with lower foundation loads, and installation through smaller openings are some advantages detailed for the new series of Compact boilers made by Superior Combustion Industries, Inc.,



### Complete Boiler Package

New York City. The basic boiler is of horizontal, 4-pass, downdraft type. Although dimensions are small, all sizes have a full 5 sq. ft. of heating surface per boiler horsepower. Built in 11 sizes from 20 to 200 b.h.p., the Compact is a complete package with burner, controls, refractory, insulation and draft equipment installed and wired in the factory. Unusually quiet in operation, the unit has an induced draft fan that makes it impossible to force combustion gases into the boiler room, an important safety feature for schools and institutions.

(For Further Details Circle Index Code 075)

## ELECTRIC TYPEWRITER

Color styling and a new keyboard design highlight the new Documentor electric typewriter offered by Underwood Corp., New York City. Smaller, round, and completely concave keys are arranged in rows that are closer together than conventional keyboards, but with more space between individual keys. The keyboard slope has been reduced to a

gentle 11 degrees; however, keys do not slope but are level with the desk. Other innovations are a reverse tabulator key, keys for exclamation point and degree symbol, and an ad-



### Color-Styled Keyboard

justible paper bail for easier paper insertion. Color styling in panels above and below the keyboard is available in eight decorator colors, all of which blend with the warm gray satin finish of the machine.

(For Further Details Circle Index Code 076)

## PORTABLE SCIENCE DESK

Royal Mfg., Inc., Richmond, Va., has released a science table-desk and sink combination that is both appealing and very functional. The desk has a laminate plastic top and features an adjustable, removable Green-



### Self-Contained Sink

law arm. A stainless steel sink with pump faucet will hold five gallons of fresh water and is equipped with waste tanks. Other features of the new desk are: gas cock and connection for bottle gas, and electrical receptical with 15 feet of cord. The completely self-contained desk is mounted on rubber wheel swivel-type locking casters and requires no permanent connections. The tackboard display center on the back of the desk is especially suited to small classrooms that must ration space.

(For Further Details Circle Index Code 077)

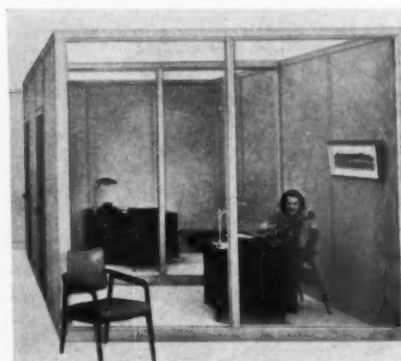
## HOW DOES LEAD GET IN A PENCIL?

Two mysteries about lead pencils are cleared up by a new demonstration kit produced by Eberhard Faber Pencil Co. The first mystery: How does the lead get in a pencil? There are actually 126 manufacturing steps involved in the process, but 14 key stages are demonstrated in the kit with working samples. Starting with a simple slat of Western incense cedar, the steps lead on to five finished examples of the well-known Mongol pencil. Other manufacturing processes and a history of the 109-year-old firm are explained in a well-illustrated brochure enclosed in each kit. The second mystery? There's really no lead in a pencil, it's graphite.

(For Further Details Circle Index Code 078)

## ROOM DIVIDER

A movable wall system, developed by E. F. Hauserman Co., Cleveland 15, Ohio, combines low initial cost with many of the design refinements of the most advanced, high-priced, wall system. The new Type HP wall system features full-flush panels with single line



### Fireproof Dividers

joints, no exposed parts; fireproof and sound-resistant steel and glass construction; installation by trained erectors; and complete reusability if the wall is changed or relocated. The wall is available in sizes for ceiling heights of from 7 ft. 3 inches to 9 ft. 3/4 in. Panels are available in widths ranging from 12 inches to 60 inches wide and continuous base strips 120 inches long are used.

(For Further Details Circle Index Code 079)

## LONG-WEARING TYPEWRITER RIBBON

Super Nylex is a new nylon typewriter ribbon with a patented Ban Lon weave that extends the typing life of the fabric by as much as 40 per cent, thus improving its writing strength. The new ribbon is a product of Remington Rand Division of Sperry Rand Corp., New York City. Developed by the Remington Rand research laboratories and the Jos. Bancroft and Sons, textile manufacturers, the weave of the ribbon is such that it absorbs and holds more typewriter ink, and deep impressions are possible after weeks and months of constant use.

(For Further Details Circle Index Code 080)

(Concluded on page 72)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION





# Now is the Time... TO PLAN SUMMER CLEAN-UP



## The HILLYARD "MAINTAINEER" helps YOU put Economical Renewal in your Floor Care Program

Summer gives you an ideal chance to put your gym floor—in fact, *ALL Floors*—in top condition for Fall. Planning your summer clean-up *now* will insure best use of this opportunity.

But to give best results in terms of year-long wearability—year-long top appearance—year-long economies through simplified maintenance—your summer refinishing should be fitted into the year's complete floor care program.

Call in your Hillyard Maintaineer®. He's a trained floor care specialist, with years of experience helping draw up programs of the type you need. Each Hillyard Plan is tailored to the special needs and conditions of an individual institution.

He'll give you practical suggestions, such as:

Why sand away your flooring, when you can strip the finish?

Why apply an inferior finish when for pennies more you can apply one that will wear three times as long?

Why not choose a treatment that will hold top appearance and wearability with half the maintenance time?



Call the Maintaineer—now! His service is Free, without obligation. He's "On Your Staff, Not Your Payroll."

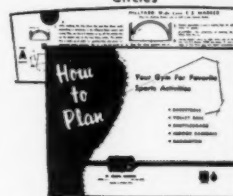
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How to Plan Your Floor for Favorite Sports Practical ideas and how-to-do-it instructions make gym floor marking easy.

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☐ Please give me the FREE Hillyard helps shown above.  
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Institution .....

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City ..... State .....

## News of Products . . .

(Concluded from page 70)

### NEW LIFT-LID DESKS

Color styling and sturdy construction distinguish the individual lift-lid desk, No. 455, made by Arlington Seating Co., Arlington Heights, Ill. The modern desks are offered in



Offered in Bright Colors

glare-free hues of beige, coral, blue, yellow, and turquoise. The one-piece lid is held to the book box by a full-length piano hinge, and is adjustable to level or sloping positions. Desk height is also adjustable. Metal scuff plates eliminate refinishing of feet due to scuff marks. The desk tops are surfaced with a maple-grained plastic. Desks are available in a full range of sizes from grade one to adult, with matching chairs. Send for 1958 catalog.

(For Further Details Circle Index Code 081)

### RESTYLED SCHOOL COACH

A choice of three windshield styles are offered in the restyled 1958 coaches offered by Superior Coach Corp., Lima Ohio. It comes with a wraparound pane with 136-degree cone



New Windshield Styles

of vision; an intermediate curved windshield or the conventional flat pane of glass. Redesigned for eye appeal and utility, the coach has interchangeable, "posturized" seats that are larger, deeper, and wider with curved backs of laminated "plymetal" construction. The seats come in 21 two-tone color combinations. The coaches feature a special system of heaters and defrosters to keep passengers comfortable.

(For Further Details Circle Index Code 082)

### FOAM-RUBBER TACKBOARD

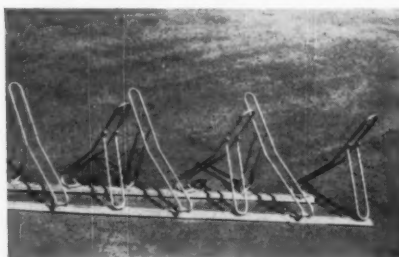
Armstrong Cork Co., Lancaster, Pa., has announced the development of a new tackboard material with a foam-rubber cushioning for easy tack removal. Cushion-Eze tackboard is only one fourth as heavy as conventional tackboard, according to the firm. It is avail-

able in three pastel colors: coppertone tan, driftwood gray, and mint green. Sold in continuous rolls of 48- or 72-in. widths, it may be cemented to any solid wall or rigid backing. Easy to install, it will not crack or break, even if folded. The manufacturer states its sound absorption is three times greater than conventional tackboards, which would be of considerable acoustical significance if installed on large areas.

(For Further Details Circle Index Code 083)

### BICYCLE PARKING

The Bike-Port, a streamlined, all-steel bicycle stall, is offered by FM Engineering Co., Inc., Minneapolis, Minn. Lightweight, portable, and easily adjusted to diagonal or straight



Straight or Angle Parking

parking, the Bike-Port can be placed against the sides of buildings, fences, or curbs or may be anchored to the ground. The unit comes with two, three, four, five, six, or eleven stalls; individual stalls can be had to increase the size of the six-stall model. It accommodates all sizes of bikes without scratching or denting. Its all-steel construction does not require painting or maintenance.

(For Further Details Circle Index Code 084)

### LOW-COST ADDING MACHINE

Simplex ten-key adding machine is the newest product of the Monroe Calculating Machine Co., Inc., Orange, N. J. The hand-operated machine performs adding, subtracting, and listing operations. The machine is small, about 8 by 11 in. and weighs only 14 pounds.



For Small Offices

It features a standard-size, 10-key keyboard, standard tape and ribbon, with locks to prevent misoperation. It lists items to eight places, and has a totaling capacity of nine digits. Minus items and negative totals and subtotals print in red. Very suitable in size and price for the small office.

(For Further Details Circle Index Code 085)

### ARTIST'S DESK

A comfortable new art desk, called the Top-O-Matic, has been announced by Smith System Mfg., Co., Minneapolis, Minn. The desk is also adaptable for use in the commercial training classes. The top, equipped with a



Push-Button Lid

hydraulic restraining device, can be automatically lowered into the desired position with just a touch of a button. The Fibersin top has a melamine plastic surface that is stain-, chip-, crack-, and scratch-proof. It can be wiped clean with a damp cloth. Features of the desk are a raised stainless steel lip to catch materials, compactness, and a generous knee and leg room. The desk is 29 inches high, with top closed; 22 inches deep; and 36 inches wide. The baked enamel finish is available in light tan or blue.

(For Further Details Circle Index Code 086)

### BUILDING PLANNERS

"Successful School Planning" is a 28-page brochure published by Warren H. Ashley, architect of West Hartford, Conn., who has planned more than 30 schools in New England. Printed in two colors, with more than 60 illustrations, the booklet illustrates some of the important principles of school and site planning. Send for a free copy.

(For Further Details Circle Index Code 087)

A brochure entitled "Designing School Kitchens for All-Paper Service" has gone into its second printing, according to Field Research Division of the Paper Cup and Container Institute. It compares sketches of space and equipment needs for conventional and all-paper service of 100 to 3500 meals daily. Available without charge to architects and school officials.

(For Further Details Circle Index Code 088)

Nearly 200 illustrations of contemporary and traditional lighting fixtures are displayed in the new catalog of Mierjohan-Wengler, Cincinnati, Ohio. The lighting fixtures are especially adaptable for use in churches, institutions, public buildings, and universities. Ask for catalog "LL."

(For Further Details Circle Index Code 089)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.
60	American Desk Mfg. Co. .... ins. bet. 42 & 45	611	Firestone Tire & Rubber Company ..... 68
	School furniture.		Tires.
61	American Playground Device Co. .... 54	612	Griggs Equipment, Inc. . . 57
	Lifetime aluminum diving board.		School seating.
62	American Seating Co. .... ins. bet. 60 & 65	613	Herman Nelson Unit Ventilator Products, American Air Filter Co., Inc. .... ins. bet. 8 & 11
	School seating.		Air conditioning, heating and ventilating.
63	Apsco Products, Inc. .... 65	614	Heywood-Wakefield Co. . . 7
	Pencil sharpeners.		School furniture.
64	Arlington Seating Co. . . 2	615	Hillyard Chemical Co. . . . 71
	School seating		Maintenance supplies. Use coupon page 71 for free helps.
65	Bendix-Westinghouse Automotive Air Brake Company ..... 49	616	International Business Machines Corp. .... 58 & 59
	Air brakes.		Electric typewriters.
66	Beseler Company, Chas. . 54	617	Johnson Service Co. .... 1
	Opaque projector.		Temperature control systems.
67	Butler Manufacturing Co. 14	618	Kimberly-Clark Corp. .... 55
	Steel buildings.		Kotex rest-room vendors. Use coupon page 55 for information.
68	Dodge Div. Chrysler Motors ..... 69	619	Krueger Metal Products. . 6
	School bus chassis.		Tubular steel chairs and demountable chair trucks.
69	Durham Manufacturing Corp. .... 11	620	Mississippi Glass Co. . . . 15
	Folding chairs.		Rolled, figured and wired glass.
610	Everett Piano Company. 66		
	Pianos. Use coupon page 66 for "Report 10."		

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These cards are provided for the convenience of THE AMERICAN SCHOOL BOARD JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

June, 1958

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## READER'S SERVICE SECTION

(Continued)

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622	Owens Illinois: Kimble Glass Co. Sub. . . . 4th cover	075	Superior Combustion Ind., Inc. . . . . 70
	Solar-selecting glass block.		Gas-Oil Boiler
623	Powers Regulator Co. . . 18	076	Underwood Corp. . . . . 70
	Temperature control.		Electric Typewriter
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	Hydroguard thermostatic shower control.		Science Desk
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	Engravers.		Pencil Kit
626	Safway Steel Products, Inc. . . . . 13	079	E. F. Hauserman Co. . . . . 70
	Telescoping gym seats.		Movable Walls
627	Southeastern Metals Co. . 12	080	Remington Rand Div. Sperry Rand Corp. . . . . 70
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	Genuine Lath and Plaster.		Desk & Chair
629	Todd Shipyards Corp. . . 65	082	Superior Coach Corp. . . . 72
	Gas or oil burners.		School Coach
630	Trane Company . . . 52 & 53	083	Armstrong Cork Co. . . . . 72
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	Roll-A-Way bleachers.		Art Desk
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	New work platform. Write for circular.		Brochure
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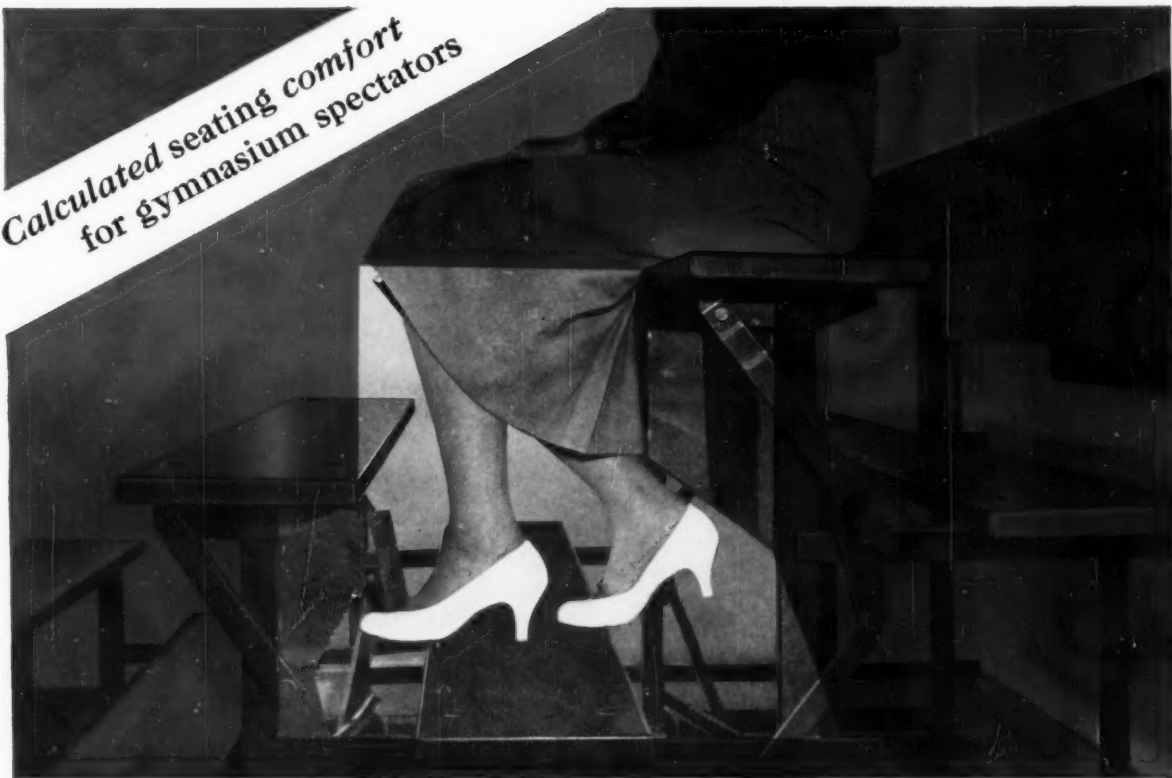
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Calculated seating comfort  
for gymnasium spectators



## Universal Roll-A-Way\* Bleachers provide more comfortable leg room than any others

When selecting or specifying gymnasium bleachers, it is only natural for you to favor those which provide maximum seating in minimum space... for economy's sake.

But what about the spectators? Are you considering their *comfort*? Cramped seating facilities don't encourage big turn-outs for basketball games or other events.

Here is the answer:

When designing Roll-A-Way Bleachers, Universal engineers calculated seating comfort for spectators and attained maximum seating in minimum space as well. This exclusive design was based

on the fact that, without a backrest, a bleacher seat could be comfortable only when there was ample room for a spectator to move his feet freely and balance his body.

In the illustration above, notice the seated spectator's natural, comfortable position. There's ample room for feet in any desired position... extended or drawn back under the seat.

Make all the tests you wish. Compare design, construction, dimensions, seating area... and you'll find that Universal Roll-A-Way Bleachers offer the greatest possible comfort in gymnasium seating. Write for free catalog.

\*T. M. Reg.



The extra distance from seat board to foot board (18½") and the position of the vertical filler or riser board (centered under seat) assure maximum space per spectator... permitting normal positions of feet drawn back under the seats. Compare this with other makes which have 2" or 3" less space and vertical filler boards flush with seat fronts (smaller total area shown in lighter tone of illustration above).

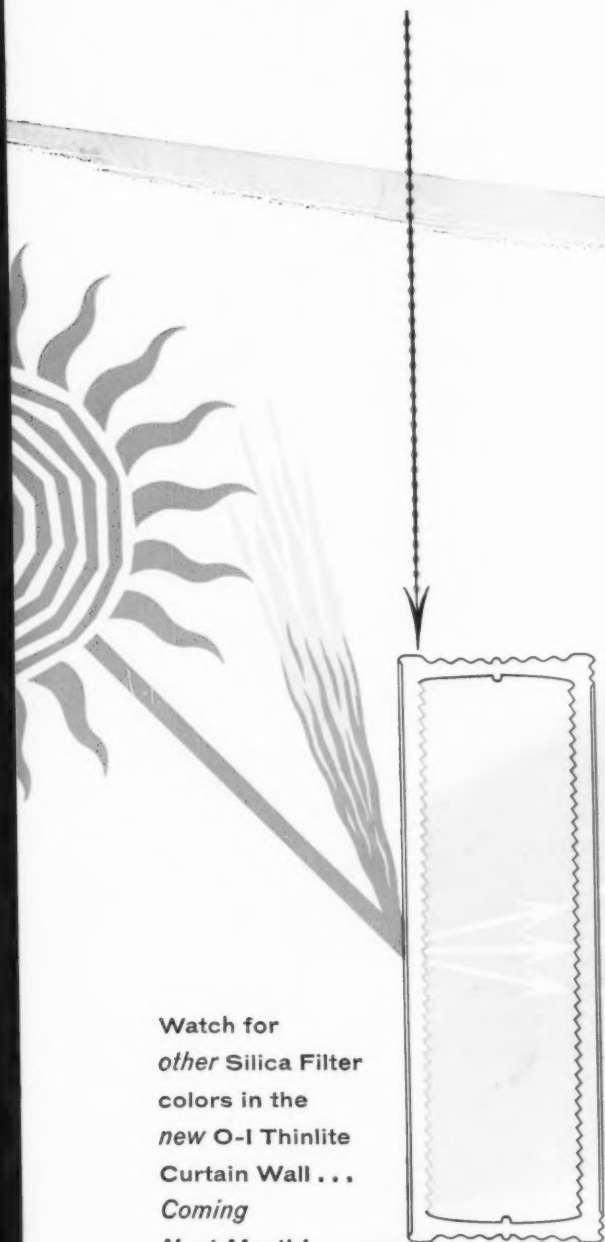
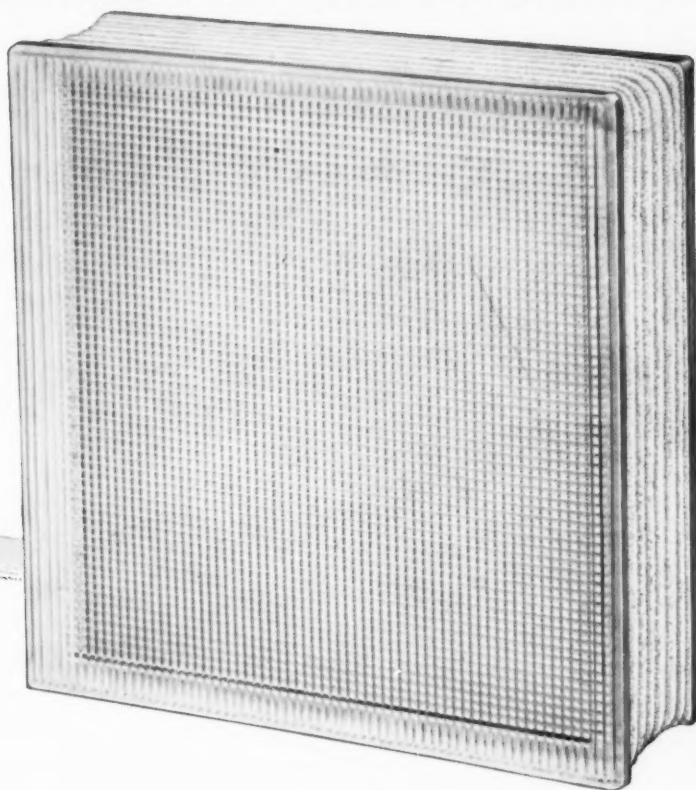
# UNIVERSAL BLEACHER COMPANY

Champaign, Illinois • Representatives in principal cities

# Now Available: SOLAR-SELECTING GLASS BLOCK

in

## SILICA FILTER\* GREEN




Watch for  
other Silica Filter  
colors in the  
new O-I Thinlite  
Curtain Wall . . .  
Coming  
Next Month!

Solar-Selecting Glass Block, now available in cool Silica Filter/Green, offer unique design possibilities . . . transmit *cool* light rays yet reflect hot sunlight. The permanent Silica Filter finish applied to the *inner* surface gives the glass block excellent diffusing characteristics. Available in 8" and 12" sizes.

O-I Solar-Selecting Glass Block provide selective light transmission through their mirror-like reflection of the hot, bright light from the sun, while transmitting light from the ground and clear sky. They provide the lowest brightness and solar heat transmission per unit of transmitted daylight of any daylighting medium available.

For complete technical data, write Kimble Glass Company, subsidiary of Owens-Illinois, Dept. AS-6, Toledo 1, Ohio.

*\* Patent applied for.*

OWENS-ILLINOIS GLASS BLOCK  
AN  PRODUCT

**OWENS-ILLINOIS**  
GENERAL OFFICES • TOLEDO 1, OHIO